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ABSTRACT

Children throughout the world enjoy similar activities. By experiencing the same games, foods, and activities that Chinese children enjoy, children in the United States can learn about Chinese culture. A variety of experiences are suggested to encourage active learning and involvement on the part of students with the aim of incorporating the study of China into the mathematics, English, art, physical education, science, and the social studies curricula. The directions are designed to be followed by the children independently or with a partner. The goal is for the students to accept responsibility for discovering and learning about China. Specific topics include: Artifacts, Chinese Language, Literature from the People's Republic of China, China's Geography, How to Use a Suanpan and Puzzles, Chinese Delicacies, Chinese Inventions, Crafts, Games and Exercises, and Productive Labor. (BZ)

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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
CENTER FOR ASIAN STUDIES
OUTREACH OFFICE

SHAO NIAN GONG--A CHILDREN'S PALACE
IDEAS FOR TEACHING ABOUT CHINA

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1978

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March 1986

INTRODUCTION

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Introduction

Shao Nian Gong--A Children's Palace

Children throughout the world enjoy similar activities. Shao Nian Gong--A Children's Palace was written to enable American children and teachers to learn about Chinese culture through participating in the same games, foods, and activities that Chinese children enjoy.

A "Children's Palace" is a place where students can go for a wide variety of extracurricular activities in China. For example, over thirty activities are offered at the Shanghai Children's Palace. Some of the activities I observed Chinese children engaged in included needlepoint, embroidery, woodcut print-making, collage, ship and airplane model building, computer programming, radio and TV repair and building, the learning of Morse code, choral singing, dance, martial arts, recitation, orchestral as well as folk music, Chinese and western intruments being practiced, ping pong, volley ball and basketball. Instructions for many of these activites are found in this book.

Urban children in the People's Republic of China can go to a neighborhood Children's Home for after-school and Sunday enrichment activities. The goals are for students aged seven to fifteen to develop themselves "culturally, morally, and intellectually." This is achieved through the children's involvement in over thirty different activities in science, technology, handicrafts, sports, music, martial arts, and dance. However, if a student is seen to have special talent in the arts, science or physical culture, a classroom teacher can recommend that this student go to a district Children's Palace for special training. The district Children's Palace has better facilities and staff than the neighborhood Children's Home. Small group instruction is offered to the students, most of whom usually pursue one main activity for a six-month period.

Having attended the district Children's Palace after school several times per week for six months, the student's responsibility is to help improve the level of the sport, art or science that he has studied in his own school and local Children's Home. If a student is seen to have extraordinary talent, he may stay at the Children's Palace indefinitely or be sent to the next higher Children's Palace--the municipal Children's Palace. Here are the best facilities, staff and most select student population.

Since 1982, one-week summer camps have provided specialized training in many disciplines for many children. Science camps are especially numerous. Students are recommended for the camps by school teachers or Children's Palace staff and are taught by the leading scientists in the country. There are also many camps designed to foster independence and problem solving abilities in an attempt to combat what the Chinese see as children's increased dependence on parents resulting from the one-child policy.

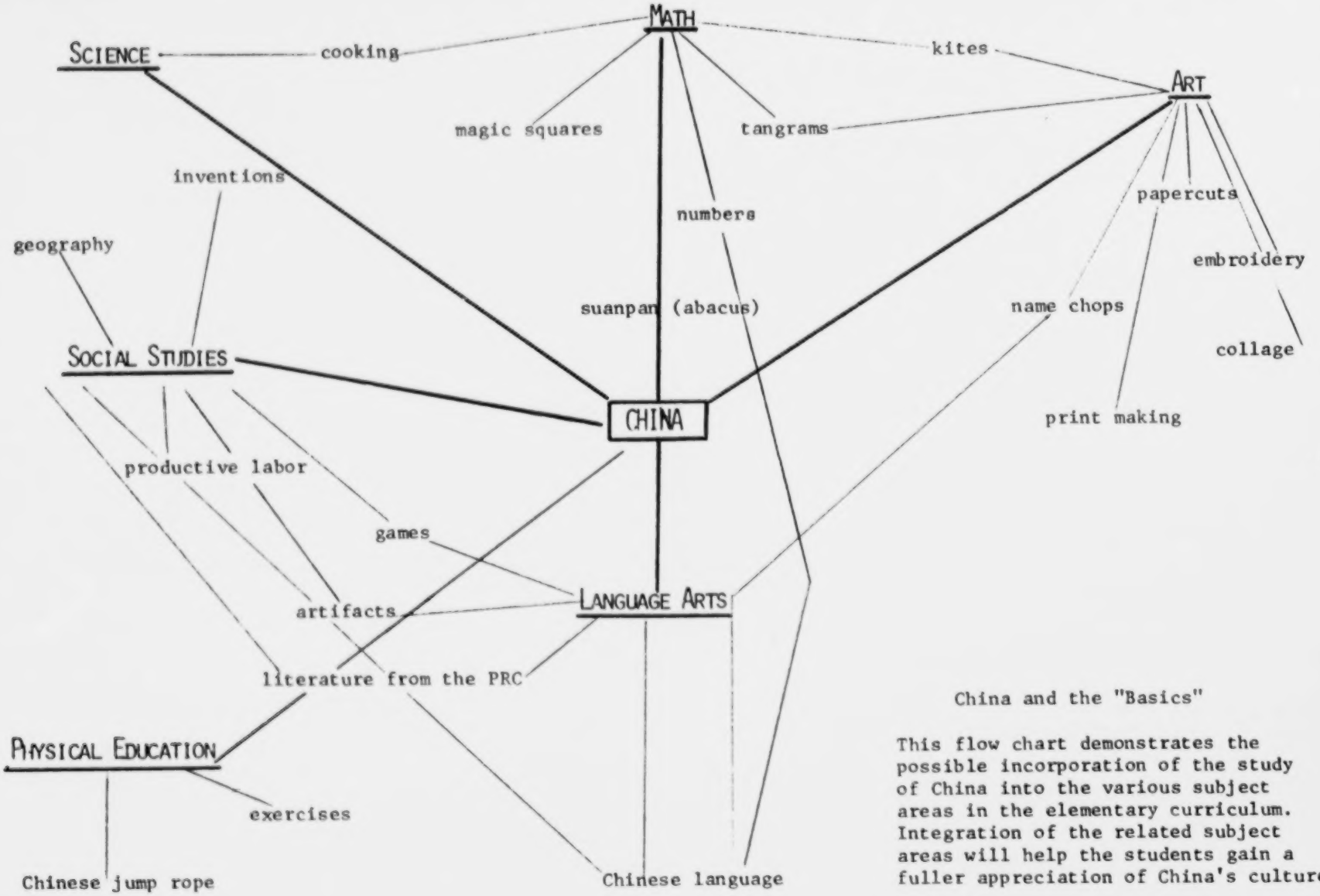
The activities in this book are to supplement, enrich and enliven, not supplant, a textbook. We recommend books such as: Looking at China, Noel Gray, J. B. Lippincott, N.Y., 1974, and The Yellow River and The Yangtze River, Margaret Rau, Julian Messner, N.Y., 1970, for elementary students.

We recognize and respect the many teaching and learning styles that exist and hope that the following materials will prove flexible enough to be used in several different ways and situations, in both self-contained and departmentalized classroom organizations. Our aim is to enable the math, English, art, physical education and science teacher as well as the social studies instructor to incorporate the study of China into their curricula. Thus, the children can learn a great deal about China while keeping up with the "basics."

A variety of experiences are provided to encourage active learning and involvement on the part of students. The "S" sheets are written for upper elementary students, but can be adapted to all elementary levels. The directions are designed to be followed by the children independently or with a partner. The teacher's role is as guide and facilitator. The goal is for the students to accept the responsibility for their learning and discovering about China themselves.

Maps are easily made into transparencies using a thermofax or xerox machine. These transparencies are meant to be handled by the students as are the suanpan cards and other student sheets. The teacher is welcome to thermofax and ditto any and all "S" sheets to accomplish this.

We welcome your comments, suggestions and criticisms.



China and the "Basics"

This flow chart demonstrates the possible incorporation of the study of China into the various subject areas in the elementary curriculum. Integration of the related subject areas will help the students gain a fuller appreciation of China's culture.

ARTIFACTS

Artifacts

People learn through their senses. Young children especially enjoy touching and smelling objects. For this reason, many teachers use displays to stimulate interest in a subject and recognize that valuable information about a culture can be gleaned from looking at some of its products. Research skills can be sharpened if the students are asked to think about the following: Where, by whom, and in what circumstances was this object meant to be used? What condition of life, geography, climate, natural resources, technology, ways of making a living, or social customs and values are suggested by the object? Is the object used today? Was it used in the past? How has it changed? The students will notice similarities and/or contrasts with their own experiences and with guidance, they will be able to appreciate the aesthetic value of the object and the skill and time it took to make it. Descriptive powers can be exercised through listing each object's attributes (color, texture, size, shape, and the materials it is made of). Vocabulary can be built through matching the name for the object with the object, and through Seek n' Find and crossword puzzles.

Before asking the children to share Chinese artifacts with the class, suggest that they bring in objects that they feel are unique to our culture. Things they might consider are cooking utensils, clothing, agricultural tools, games, educational materials, toys, stamps, and household items. They will come up with many original ideas and some that are not at all unique to the United States. One class brought in a Schlitz beer can, Mickey Mouse watch, Chicago album, soybeans, bubble gum, baseball cards, and a comic book. A short description of how each object is used should be written, assuming the person reading the description would be unfamiliar with it. The objects that the students gather certainly do not tell everything about life in the United States but they do tell something. Ask the students some of the above questions about values, resources, and technology suggested by the item. They should now be able to recognize that the artifacts that they will bring in from China will only begin to help them to appreciate that country's culture.

Initially, a display might begin with the students researching Chinese contributions to the world. China's Gifts to the West by Derk Bodde[1] describes the wealth of inventions and plants that had their origin in China. Ask the children to bring in things from China. Many of the objects brought in will be from Japan. Now is a good time to help the students discriminate between the Chinese and Japanese cultures. Our media often mixes the two and this leads to confusion. If you are not sure if an article is Chinese, ask a parent or community person to help.[2]

You will need a large table to display the objects tastefully. Have the children make a card for each of the objects, name it and describe its uses. Explain to them that they must handle things carefully so that people will be willing to share their things with them again. But, handle the objects they must - so don't accept anything greatly treasured or ask that the person share it for just a short time.

[1]Available from: American Council on Education, Washington, D.C.

[2]Your students might want to exchange artifacts with students in China. Contact: Robert Carroll, Afro-Asian Cultural Exchange, C.P.O. Box 871, Kingston, NY 12401.

CHINESE LANGUAGE

Chinese Language T

Goals

To allow students to become acquainted with a non-alphabetical system of writing.

To introduce Chinese numbers to the students.

To give the students practice in writing characters.

Evaluation

The students will be able to complete the exercises included in this section.

Vocabulary

character	standardized	calligraphy
ideograph	Confucius	classics
pictograph	symbol	ancient

Instructions

We suggest that you duplicate the sheets of numbers and give sets to your students. The cards can be used to form Chinese numbers over 10 before the students write them on the worksheets.

References

BAYCEP, "Demystifying the Chinese Language." For ordering information, see resources section at end of book.

Chang, Raymond and Margaret. Speaking of Chinese. W. W. Norton and Co., Inc. New York. 1978.

Chinese Language

The oldest examples of Chinese writing are around 3,500 years old and are found on bones dating from Shang times (1766 B.C. - 1122 B.C.). The oldest and most important books of Old China, the Classics, were written in 1122 - 248 B.C. It was during this time that China's most famous teacher, Confucius, lived. His works form a major part of the Classics. By the second century B.C., the written form of Chinese was standardized.

Spoken Chinese has never been standardized. There are seven major languages spoken in China today. The People's Republic of China has declared Mandarin Chinese the official language and expects that all Chinese will speak that language in the near future. But now a Chinese from Peking who speaks Mandarin Chinese would not understand a Chinese from southern China who spoke Cantonese. Both, however, would be able to communicate in writing. This is because the Chinese do not use an alphabet, like we do, to represent the sounds of their language. Each written Chinese word, called a "character", expresses an idea (water, dog, good) like our words, but does not tell us how to pronounce the word. The Chinese have to remember both what the character means and how to say it. How the word is said is very different from region to region but the idea is the same no matter how the word is said. An example of this is our number system. The symbol "5" means a certain number of things. Our name for the symbol is "five"; the French say "cinq". No matter which way you say it, it still has the idea of "5".

Chinese characters are ideographs, pictures of ideas. Some ideographs are pictographs, pictures of things you can touch or see. There are many pictographs in the Chinese language but many of the modern characters have changed so much that they are difficult to recognize as pictographs. Here are a number of ancient pictographs and their modern form.

	Ancient	Modern
SUN		日
MOON		月
MOUNTAIN		山
MOUTH		口
RIVER		水
WOMAN		女
SON		子
MAN		人

THE CHINESE ALSO HAD TO HAVE SYMBOLS TO EXPRESS IDEAS AS WELL AS THINGS. THERE ARE NOT THINGS WITH THE NAME "UP", "LARGE" OR "GOOD". THIS IS THE WAY THE CHINESE HAVE MADE IDEOGRAPHS TO EXPRESS SUCH IDEAS:

UP	上	THE GROUND WITH SOMETHING ABOVE IT
DOWN	下	THE GROUND WITH SOMETHING BELOW IT
LARGE	大	A MAN 人 WITH HIS ARMS SPREAD OUT
BRIGHT	明	THE SUN AND THE MOON TOGETHER
GOOD	好	A WOMAN AND A BOY TOGETHER (IN OLD CHINA THE MOST IMPORTANT THING WAS TO HAVE A SON TO CARRY ON THE FAMILY. THEREFORE A WOMAN AND A BOY COMBINE TO SHOW THE IDEA OF "GOOD".

CHINESE NUMBERS

THESE ARE TRADITIONAL CHINESE NUMBERS. TODAY THE CHINESE USE ARABIC NUMBERS LIKE WE DO MOST OF THE TIME. THE CHINESE ON THE NEXT PAGE IS WRITTEN ACROSS FROM LEFT TO RIGHT AS WE DO. THIS WAY OF WRITING, AND WRITING FROM TOP TO BOTTOM STARTING ON THE RIGHT HAND SIDE OF THE PAGE, ARE BOTH USED IN CHINA TODAY.

S

1	一	6	六	100	百
2	二	7	七	1000	千
3	三	8	八		
4	四	9	九		
5	五	10	十		

THE CHINESE WRITE THE NUMBER 11 LIKE THIS: 十一

WRITE THE NUMBER 12 _____ 16 _____

13 _____ 17 _____

14 _____ 18 _____

15 _____ 19 _____

20 IS WRITTEN LIKE THIS: 二十

WRITE THE REST OF THE TENS IN CHINESE (WATCH OUT FOR 100).

(30) _____ _____ _____ _____

_____ _____ _____ _____

21 IS WRITTEN LIKE THIS: 二十一

WRITE THESE NUMBERS IN CHINESE: 35 _____ 76 _____

53 _____ 92 _____ 147 _____

THE YEAR 1985 CAN BE WRITTEN TWO WAYS: 一九八六

一千九百八十六

T

GUIDE TO CHINESE PRONUNCIATION

We include the following pronunciation guide to help you approximate the Chinese pronunciation. Because the guide can only approximate the native sound, we recommend that you invite a Chinese speaker to your classroom to practice the words with you and your class.

Chinese words are monosyllabic. When trying to pronounce a word such as "lēō" (儿), even though it is written as two long vowels, there is no separation of the sound when the word is pronounced. Be sure to blend the sounds.

1	ē	6	lēō
2	are	7	chee (in cheep)
3	sahn	8	ba
4	si (in sip)	9	joe
5	woo	10	shir (in shirt)

100 buy

1000 chē-yen

Hello	Nē how
Goodbye	Dzī jen (dz as in adze)
Thank you	shē-eh shē-eh

11

S

13

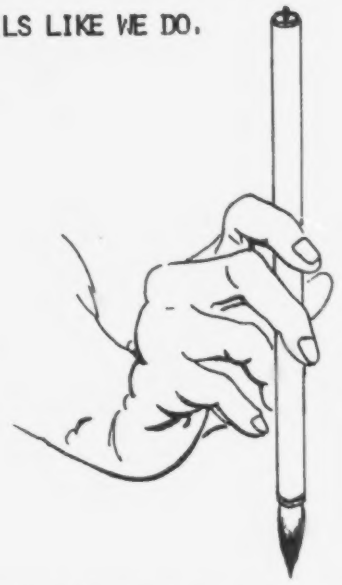
S

S

CALLIGRAPHY

THE CHINESE HAVE ALWAYS CONSIDERED CALLIGRAPHY TO BE AN ART AND A PERSON WITH GOOD CALLIGRAPHY IS RESPECTED. CHINESE WRITE WITH A BRUSH AND INK WHEN THEY DO CALLIGRAPHY, OTHERWISE THEY USE PENS AND PENCILS LIKE WE DO.

A CHINESE WOULD HOLD A BRUSH LIKE THIS:



YOUR ARM IS PLACED ON THE TABLE AND IT IS NOT MOVED WHILE YOU WRITE THE CHARACTER. ONLY YOUR FINGERS AND HAND MOVE.

CHINESE CHARACTERS ARE DIVIDED INTO PARTS CALLED STROKES AND THE STROKES ARE WRITTEN IN A SPECIAL ORDER. FOR INSTANCE TO WRITE THE WORD FOR SUN , YOU WOULD DO IT THIS WAY. (THE ARROW SHOWS THE DIRECTION YOU MOVE THE BRUSH TO MAKE THE STROKE.)

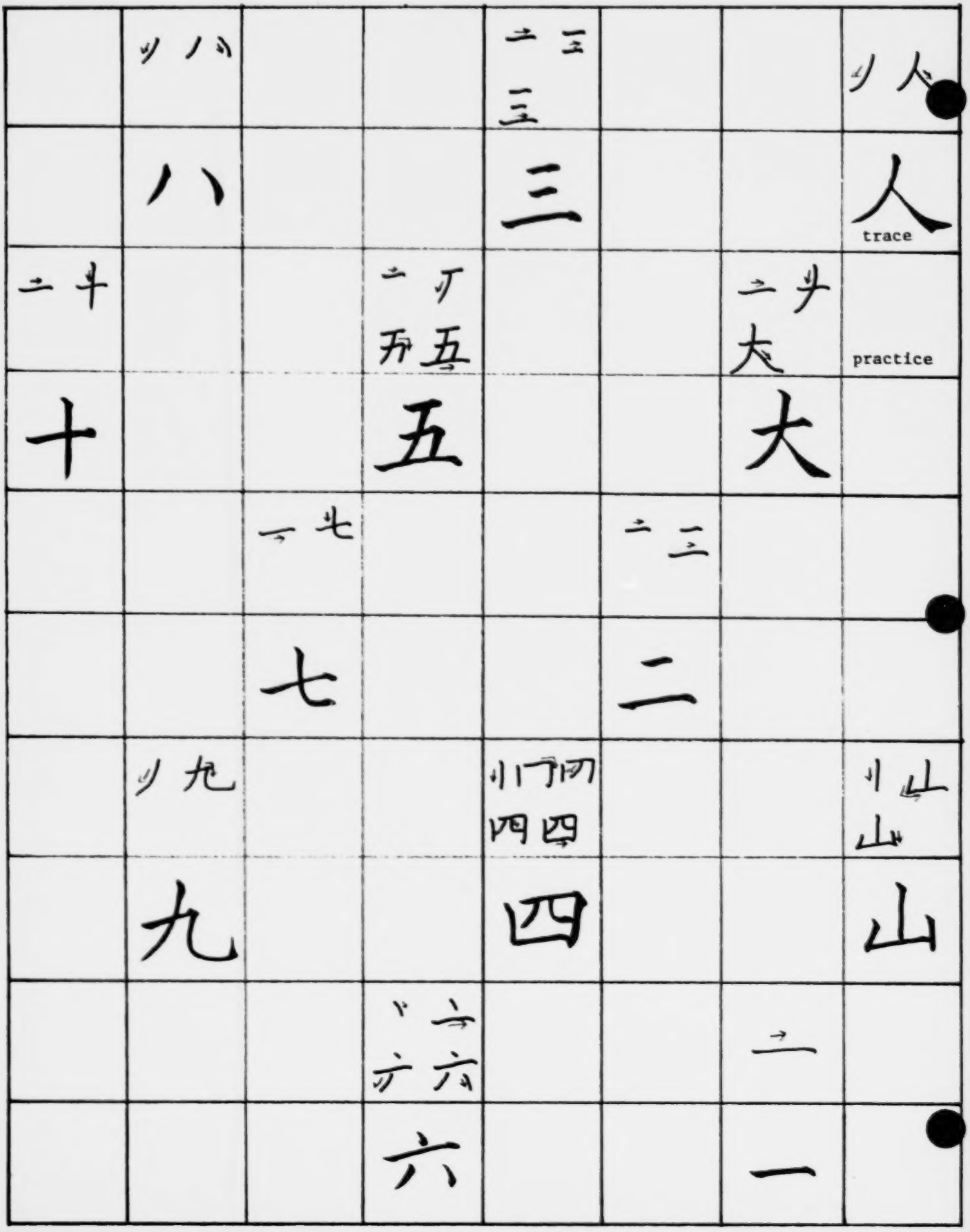
STEP 1

STEP 2 ADD

STEP 3 ADD

STEP 4 ADD

THE FOLLOWING CHARACTERS ARE FOR YOU TO PRACTICE. TRACE OVER EACH OF THESE CHARACTERS FOLLOWING THE ORDER AND DIRECTION SHOWN BY THE ARROWS. START ON THE RIGHT HAND SIDE AND WORK DOWN THE COLUMN THE WAY THE CHINESE DO.


trace
practice

LITERATURE FROM THE P.R.C.

T

Using Children's Literature from the People's Republic of China

Goals

Students will understand the meaning of a value.
Students will recognize some of their own values.
Students will recognize some contemporary Chinese values.
Students will practice their reading and writing skills.

Evaluation

Students will be able to complete the exercises at the end of each story.

Vocabulary

expensive	proud	villain	champion
stingy	modestly	pretend	bravely
praised	cheat	randomly	arrogantly
deserve	kung fu	general	judge

Instructions

Write these values on the board or make a poster of them. Their meaning should be discussed in class prior to reading any of the stories from the P.R.C.

sharing	perseverance
self-development	honesty
selflessness	responsibility

A brief class discussion is necessary to determine a definition of a value. Elicit examples of values from the children. Then discuss the values on the list. Read the first story to the class or have them take turns reading aloud and discuss the questions as a whole class activity. With younger children (third and fourth graders), all stories can be read in this way; with older students the stories can be read and exercises completed independently.

Teacher Background

Just as a Chinese painter improves upon nature, modern authors in the P.R.C. improve upon human nature in the characters they depict. These idealized characters are what the author thinks Chinese people should be like or what they could be like potentially. Stories are used for moral instruction, as a means of motivating people to act correctly. Stories are used as a teaching tool; the reader should learn from the mistakes of the "bad" characters and follow the examples of the "good" characters.

S

FOUR GOOD FRIENDS

XIAO LING, XIAO YU, XIAO CHUN, AND XIAO JIA WERE GOOD FRIENDS. EVERY DAY THEY PLAYED TOGETHER. THEY SANG, DANCED, AND PLAYED HIDE AND SEEK. SOMETIMES THEY PLAYED COPS AND ROBBERS OR WAR GAMES, BUT THEY WERE VERY GENTLE WITH ONE ANOTHER AND NO ONE WAS EVER HURT. BUT BEST OF ALL, THEY LIKED TO GO UP THE SMALL HILL BEHIND THE HOUSES AND PLAY "HOUSE." WHENEVER THEY HAD ANYTHING GOOD TO EAT, THEY SHARED IT.

ON XIAO JIA'S BIRTHDAY, HER MOTHER GAVE HER A BEAUTIFUL TOY HEN. THE HEN PULLED TWO BABY CHICKS WHICH CHEEPED WHEN THEY MOVED. THE HEN COULD ALSO LAY AN EGG. XIAO JIA RAN TO TELL HER GOOD FRIENDS. HER FRIENDS SAID, "LET US PLAY WITH THE CHICKEN. BRING IT TO THE PLAYHOUSE."

XIAO JIA RAN HOME TO GET THE HEN, BUT HER MOTHER SAID, "YOU ARE NOT ALLOWED TO TAKE SUCH AN EXPENSIVE TOY OUTSIDE. YOU MIGHT BREAK THE TOY OR USE UP THE BATTERIES." XIAO JIA DID NOT WANT TO BREAK HER TOY SO SHE SAID TO HER FRIENDS, "MY HEN IS MORE EXPENSIVE THAN YOUR TOYS. YOU COULD BREAK IT OR USE UP THE BATTERIES. I AM NOT GOING TO LET YOU PLAY WITH IT."

HER FRIENDS SAID, "XIAO JIA IS A STINGY DEVIL." XIAO JIA GOT ANGRY. "YOU SCOLD ME AS A STINGY DEVIL. I WILL GO TELL MOTHER." HER MOTHER SAID, "DON'T PAY ANY ATTENTION TO THEM. YOU PLAY WITH THE HEN AT HOME."

THE NEXT DAY HER THREE FRIENDS CAME TO ASK XIAO JIA TO COME OUT TO PLAY. XIAO JIA SAID, "I AM NOT COMING OUT. I HAVE MY HEN AND CHICKS, AND I WILL PLAY WITH THEM." XIAO JIA PLAYED WITH THE HEN BY HERSELF, BUT VERY QUICKLY SHE WAS BORED. SOON SHE WAS IN A BAD MOOD. SHE HATED THE HEN AND TOOK HER MOTHER'S RULER TO HIT IT. WHILE SHE WAS HITTING IT, SHE SAID, "YOU ARE NOT AS GOOD AS XIAO LING! YOU ARE NOT AS GOOD AS XIAO YU! YOU ARE NOT AS GOOD AS XIAO CHUN!"

XIAO JIA DIDN'T SPEAK TO OTHER PEOPLE AND DIDN'T LAUGH MUCH. AT MEALS SHE ATE VERY LITTLE. MAMA THOUGHT SHE WAS SICK AND BOUGHT HER MANY GOOD THINGS TO EAT, BUT XIAO JIA DIDN'T WANT ANYTHING TO EAT. THE THREE FRIENDS HEARD THAT XIAO JIA WAS ILL, AND THEY ALL CAME TO SEE HER. XIAO LING BROUGHT A STICK AND GAVE XIAO JIA AN "INJECTION." XIAO YU BROUGHT SOME CHOCOLATE, AND XIAO CHUN BROUGHT SOME FRIED RICE. THEY SAID, "THIS IS SPECIAL MEDICINE." XIAO JIA TOOK THE "MEDICINE" AND FELT BETTER RIGHT AWAY. SHE CLIMBED OUT OF BED AND WENT OUTSIDE WITH HER FRIENDS TO PLAY HOUSE.

THE NEXT DAY MAMA WENT AND BOUGHT TWO MORE TOY CHICKS AND PUT THEM IN THE SMALL CART THAT THE HEN PULLED. SHE SAID TO THE FOUR CHILDREN, "WHY DON'T YOU ALL TAKE THE HEN OUTSIDE AND PLAY?" THE CHILDREN PLAYED VERY HAPPILY WITH THE HEN.

S

Questions for "Four Good Friends"

1. What was Xiao Jia's sickness?

2. What did Xiao Jia value most in the end?

LI'S ARITHMETIC TEST S

For the first time ever, Li Xiaogui received an A on an arithmetic test. His teacher was very pleased because Li was fond of playing and did not study very hard. Usually Li received the lowest grade in arithmetic. One day in class the teacher praised Li. She said, "Fellow students, Li's good grade shows not only that he studied hard. It also shows that he now understands that it is important to study hard." The students applauded. Li dropped his head and his face turned red.

That afternoon when Li returned home after school, his father hugged him and said, "Your teacher telephoned me and told me about your good grade. Good boy. I hope you continue to work hard, but you should never become proud."

His father handed Xiaogui a pen he had bought for him as a reward for his good work. Xiaogui did not take the pen. He said, "No, I can't take it. My grade was not good."

His father began to laugh and said, "I just said you shouldn't become too proud, and right away you act modestly. But you deserve this reward."

Xiaogui still did not take the pen and ran into the kitchen to help Mama prepare dinner. At dinner Xiaogui did not eat well. Papa and Mama thought that he was excited about the test. They said that as a special treat he could watch T.V.

He watched a program about a boy who secretly took money from his mother's pocket to buy a toy he wanted. When his mother discovered the money was missing, the boy lied and said he didn't know what happened to it.

After the program Xiaogui said to his parents, "Papa. Mama. My grade of A is not a passing grade." His parents did not understand.

Xiaogui said, "I cheated on the test. I copied another boy's paper."

His parents were very angry, but they did not scold him. They only said, "We're pleased that you told the truth."

The next day Xiaogui went to school very early to tell his teacher. After he told the teacher, she said, "Children of New China should not only do well in school, but they should also be honest. I hope you learn from this experience. Only if you understand your mistake and correct it will you become a better person."

When Xiaogui came home from school that afternoon, he sat down and worked hard on his homework. His parents had never seen him work so hard on his studies.

S

Questions for "Li's Arithmetic Test"

1. What was Xiaogui's mistake?

2. How did he feel about his A?

3. What did he do about it?

4. Describe the kind of person Xiaogui is in the beginning of the story and then how he is at the end of the story.

HOU YUANJIA S

HUO YUANJIA IS A FAMOUS GONGFU (KUNG FU) T.V. HERO. LONG HAISHEN IS THE BAD GUY OR VILLAIN. THE CHINESE CALL THE BAD GUY A "BAD EGG."

LILI SAW THE T.V. PROGRAM "HUO YUANJIA" AND VERY MUCH WANTED TO BE HUO YUANJIA. EVERY AFTERNOON HE WATCHED T.V. AND PRACTICED GONGFU MOVES. ONE DAY AT KINDERGARTEN THE TEACHER WAS NOT IN THE CLASSROOM WHEN LILI ARRIVED. LILI DEMANDED THAT THE CHILDREN CALL HIM HUO YUANJIA. THE CHILDREN WOULD NOT.

LILI KICKED AND HIT THE OTHER CHILDREN WHILE HE YELLED, "LET ME THROUGH! LET ME THROUGH! HUO YUANJIA IS HERE. IF YOU CALL ME HUO YUANJIA, I WON'T HIT YOU."

THE CHILDREN WERE VERY ANGRY AND SAID TO HIM, "YOU HIT PEOPLE. YOU ARE BAD. YOU AREN'T HUO YUANJIA. YOU ARE THE BAD EGG, LONG HAISHENG."

LILI PICKED UP AN UMBRELLA AND RAN DOWN THE HALL. HE PRETENDED IT WAS A SWORD AND WAS SWINGING IT IN EVERY DIRECTION. THE TOP OF THE UMBRELLA HAD A SHARP POINT AND COULD BADLY HURT SOMEONE'S EYE. THE CHILDREN WERE FRIGHTENED AND DIDN'T KNOW WHAT TO DO.

SUDDENLY A CHILD NAMED CHUNCHUN RAN UP AND GRABBED THE UMBRELLA. CHUNCHUN SAID, "HITTING PEOPLE IS NOT NICE. YOU MUST NOT HIT PEOPLE."

LILI SAID, "YOU AREN'T HUO YUANJIA. DON'T TELL ME WHAT TO DO."

CHUNCHUN SAID, "I AM HUO YUANJIA, AND YOU MUST DO IT."

LILI HIT CHUNCHUN IN THE NOSE. CHUNCHUN SAID, "YOU HIT ME! YOU HIT ME! I WON'T CRY AND I WON'T LEAVE YOU ALONE. YOU HIT PEOPLE AND THAT IS BAD. HUO YUANJIA IS A GOOD HERO. I WON'T LET YOU PRETEND TO BE HUO YUANJIA."

RIGHT THEN THE TEACHER CAME IN. ONE OF THE CHILDREN TOLD HER WHAT HAD HAPPENED. "LILI PRETENDED TO BE HUO YUANJIA. HE PRETENDED THAT AN UMBRELLA WAS A SWORD. HE HIT US. CHUNCHUN DIDN'T LET LILI HIT US. CHUNCHUN IS TRULY LIKE HUO YUANJIA."

CHUNCHUN SAID, "I AM NOT LIKE HUO YUANJIA. I CANNOT DO GONGFU."

LILI QUICKLY SAID, "I CAN DO GONGFU. I AM LIKE HUO YUANJIA."

THE TEACHER ASKED LILI, "DOES HUO YUANJIA RANDOMLY HIT PEOPLE?" LILI THOUGHT FOR A MINUTE. THEN HE SHOOK HIS HEAD. THE TEACHER ASKED EVERYONE, "WHO DO YOU THINK ACTED LIKE HUO YUANJIA--LILI OR CHUNCHUN?"

S

Questions for "Hou Yuanjia"

1. Who do you think acted like Huo Yuanjia?

2. Why? Does knowing gongfu make any difference?

UNCLE'S SECRET

Singsong liked to run and his classmates also liked to run. But none of them could run as fast as Songsong. All the children liked to play army. Everyone wanted to be the general, so they ran a race to decide who would be general. The one who came in first became the general; the ones who came in second and third were soldiers. The one who came in last had to be the enemy.

There was a small, thin boy named Mingming who always came in last. He always had to be the enemy. He really wanted to be the general or a soldier, but the other children wouldn't let him. They laughed at how slowly he ran. Mingming tried to eat more good food every day so that he would become stronger and win the race. But every time he ate a lot, he became sick and his grandmother put him to bed. At those times he could only look out his window and watch his friends play.

One day his uncle came to visit. Mingming was very happy to see his uncle. This uncle was the running champion of his factory's track team. Mingming told his uncle about the races and that he never became the general. But Mingming did not tell his uncle that he always had to be the enemy. He was afraid that his uncle would laugh at him.

Mingming asked his uncle, "How can I run faster than Songsong? How can I run as fast as you?

S

His uncle said, "That is a secret."

"Quickly, tell me the secret. Tell me the secret."

"OK," said his uncle, and he whispered in Mingming's ear. "Early every morning you and I will go to the playground to look for it. The secret is hidden there."

The next morning the wind was blowing. It was very cold. But Mingming was not afraid of the cold. He bravely ran with his uncle to the playground to find the secret hidden there. From then on, early every morning Mingming got up early and ran to the playground to find the secret. His uncle had told him that if he was lazy, then he would never find the secret.

One beautiful day Mingming went to ask Songsong to run a race. Songsong arrogantly said, "Run? Sure, but you won't win."

One of the children acted as judge. The other children divided into two groups. One group cheered for Songsong. The other group cheered for Mingming.

"Ready. Set. Go!" All the children cheered. Mingming won the race.

Songsong said, "It doesn't count. Let's race again."

Mingming said, "If you want to race again, then we can race again. But first you must say that this time did count." Songsong agreed.

The two boys raced again, and again Mingming won. The children surrounded Mingming and asked why he was able to run faster than Songsong.

Mingming laughed and said, "It is a secret. It is a secret that my champion uncle told me."

All the children said, "Tell us the secret. When we grow up, we want to be like your champion uncle."

"OK," Mingming said. "Early every day we will go together to the playground to look for the secret. It's hidden there."

If you want to find out what the secret is, run around your playground every day and you will quickly find it.

S

Questions for "Uncle's Secret"

1. Describe the kind of boy Mingming was. What did you like about him?

2. What was Mingming's uncle's secret?

3. How did Mingming help the other children?

4. Give an example of when you taught a friend to do something he couldn't do before.

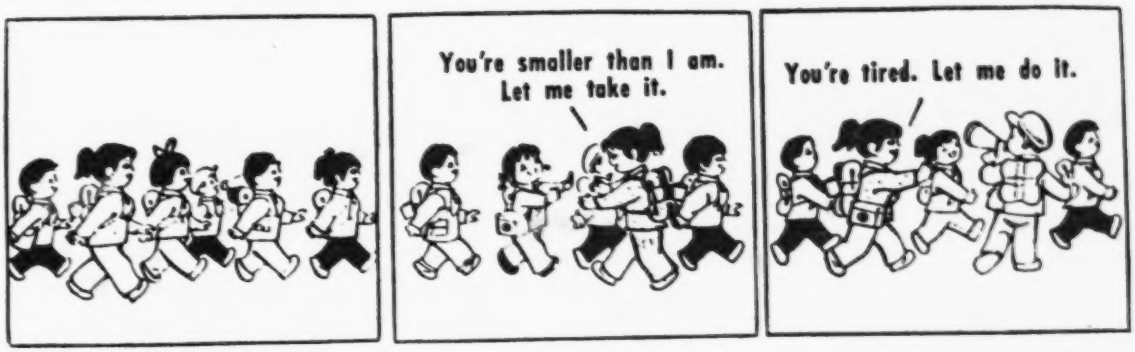
5. How did you feel when you helped someone to learn about something new?

6. What kind of physical exercise do you do every day? Why is physical exercise important?

VALUES

1. READ THIS CARTOON. MAKE UP YOUR OWN CARTOON TO ILLUSTRATE A VALUE THAT YOU HOLD.

ON THE MARCH



Cartoon Promotes Selflessness

CHINA RECONSTRUCTS NOVEMBER 1975

11

2. THINK OF A VALUE THAT YOU FEEL IS IMPORTANT. WRITE A STORY WITH A CHARACTER WHO DISPLAYS THIS VALUE.

CHINA'S GEOGRAPHY

T

Geography of China

Goals

The students will learn the major physical features of China.
The students will practice inductive reasoning.
The students will practice map skills such as directionality.
The students will develop some understanding of the interaction between geography and the way the Chinese live.

Evaluation

Upon completion of the map exercises, the students should be able to make the following generalizations:

Much of China is mountainous.
Most of the people live and most of the food is grown in the east, the least mountainous part.
Rice is grown in the south of China and wheat is grown in the north.

Vocabulary

sea	double-crop rice	latitude	autonomous region
ocean	pasture	plains	natural resources
province	plains	population	barley
municipality	minorities	gaoliang	millet
monsoon	parallel		

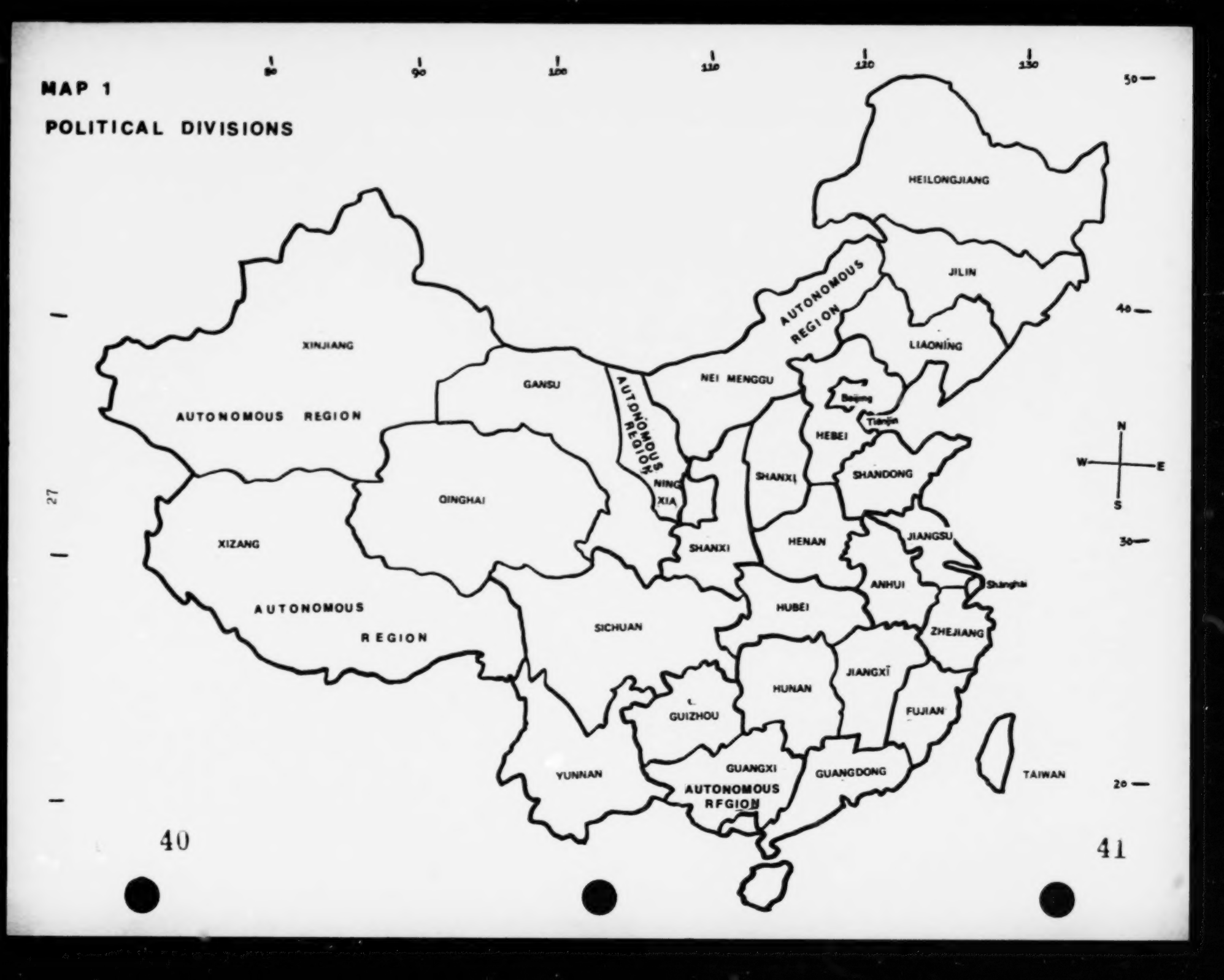
Instructions

The first seven questions require the use of a map of the world or globe. We recommend having the children use the simplest one you can find. If it is at all possible for you to obtain a relief map it would be helpful in demonstrating how much of China is mountainous, how little is flat. You might then want to compare it with a relief map of the United States, noting the differences in land form in relation to population in the two countries. We have not explained the difference between the People's Republic of China and the Republic of China (Taiwan). Both governments agree that Taiwan is a proper part of China; they disagree on which is the legal government of the whole territory. It might be helpful to discuss this briefly with your class. Taiwan is included on the maps but the questions are directed toward the mainland territory. In order to help students develop a sense of relationship between geography and agriculture we have included some questions about rainfall and crops in your area. You may want to limit it to your immediate area or expand it to include your state.

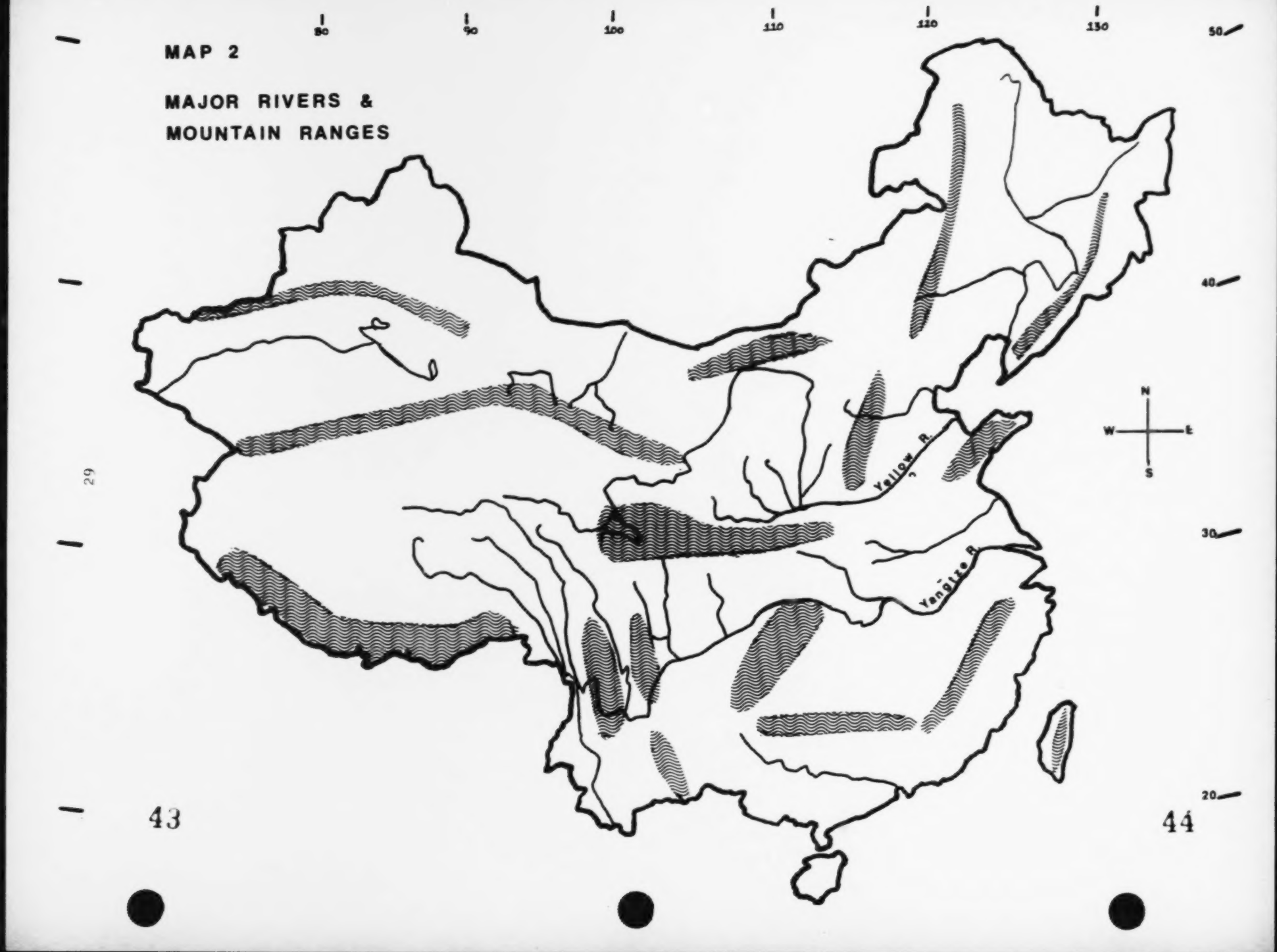
The following maps are easily made into transparencies through use of a thermofax or xerox machine. Once they have been made into transparencies we recommend that the teacher provide a cardboard frame to protect the transparencies. We suggest that an overhead projector, the map transparencies and worksheets be set up in a corner of the room and that the students be allowed two weeks to complete their map work - working at the center independently or with a partner.

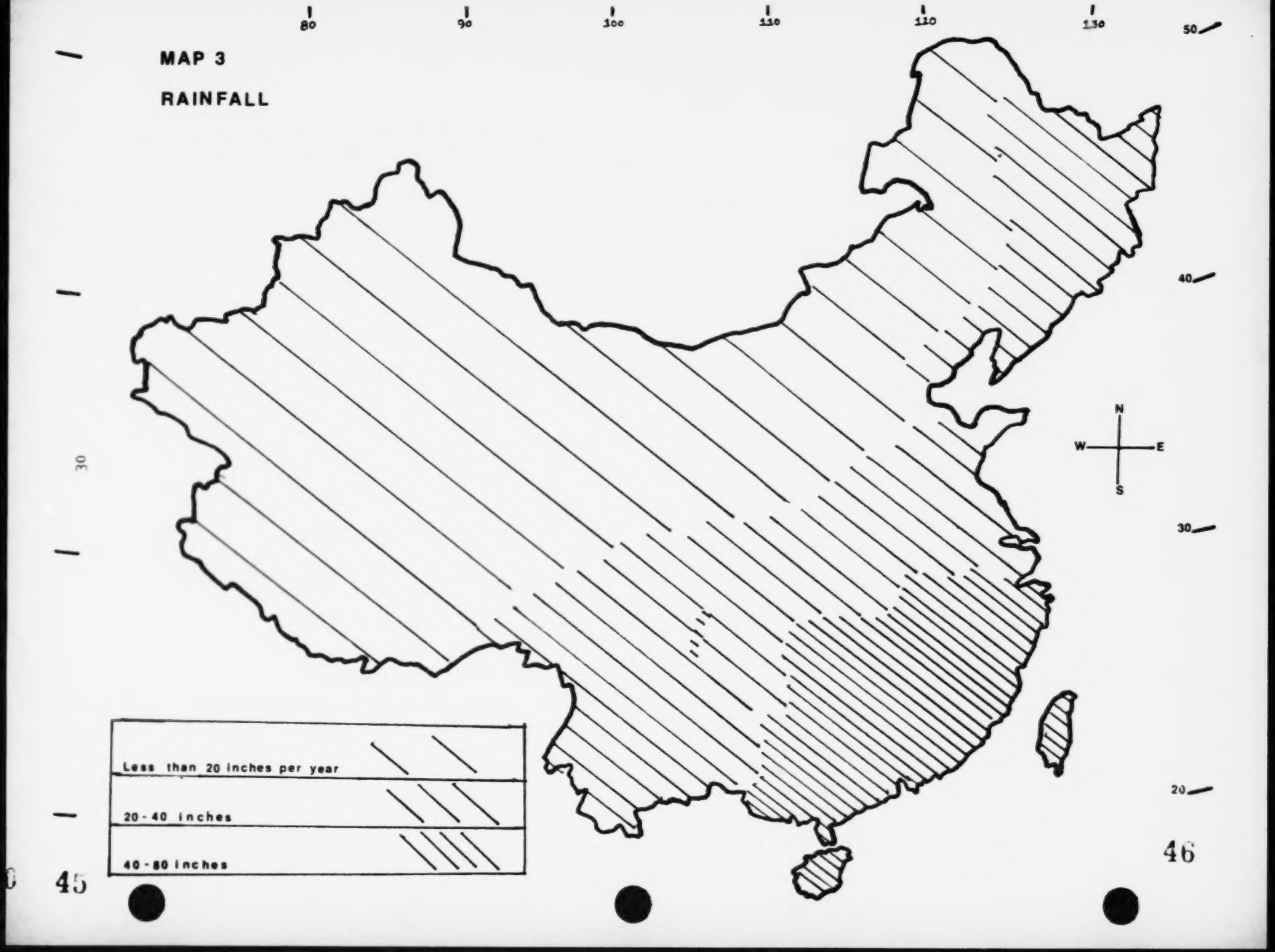
References

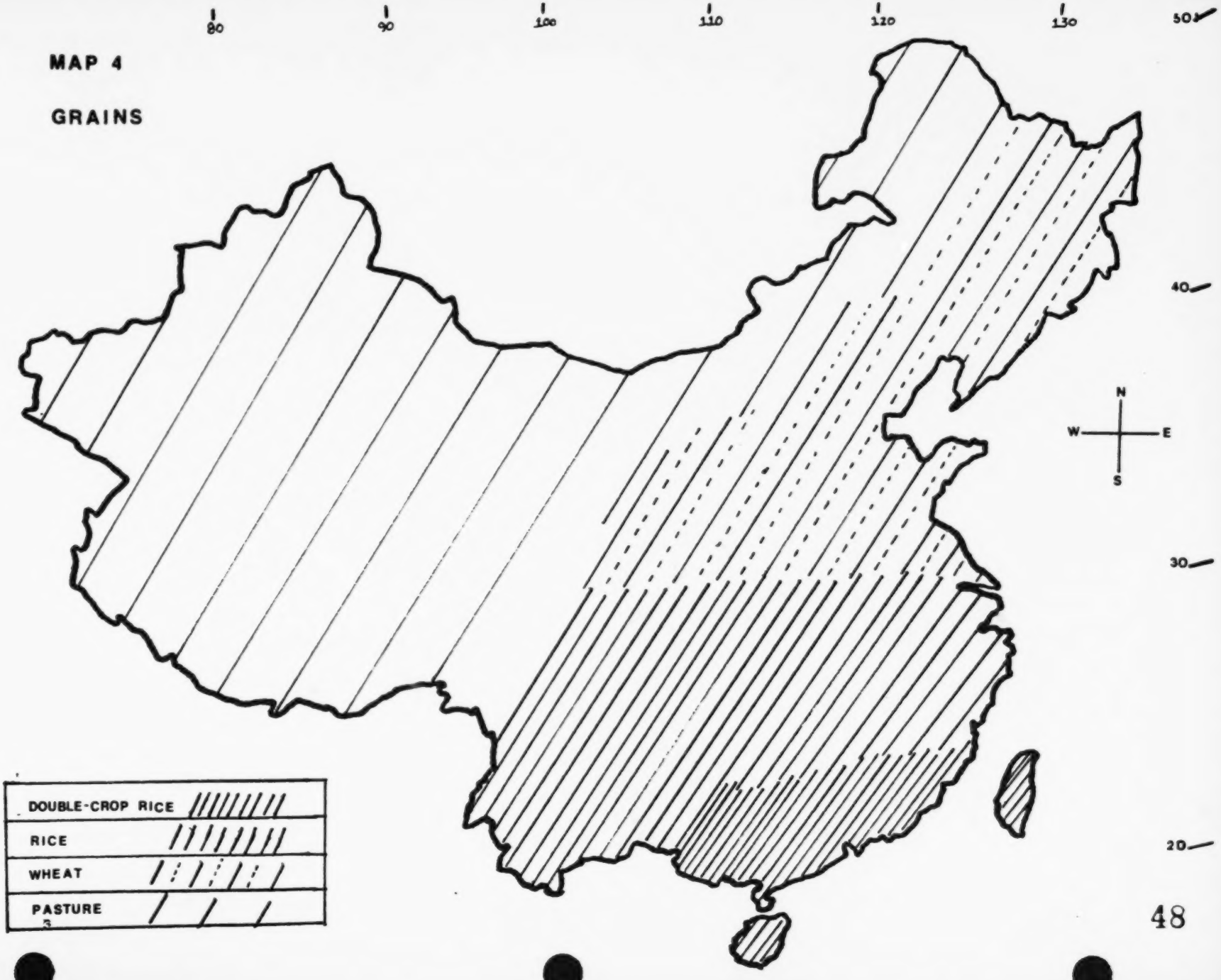
Hsieh, Chiao-min. Atlas of China.
CIA People's Republic of China Atlas. U.S. Govt. Printing Office, 1971.

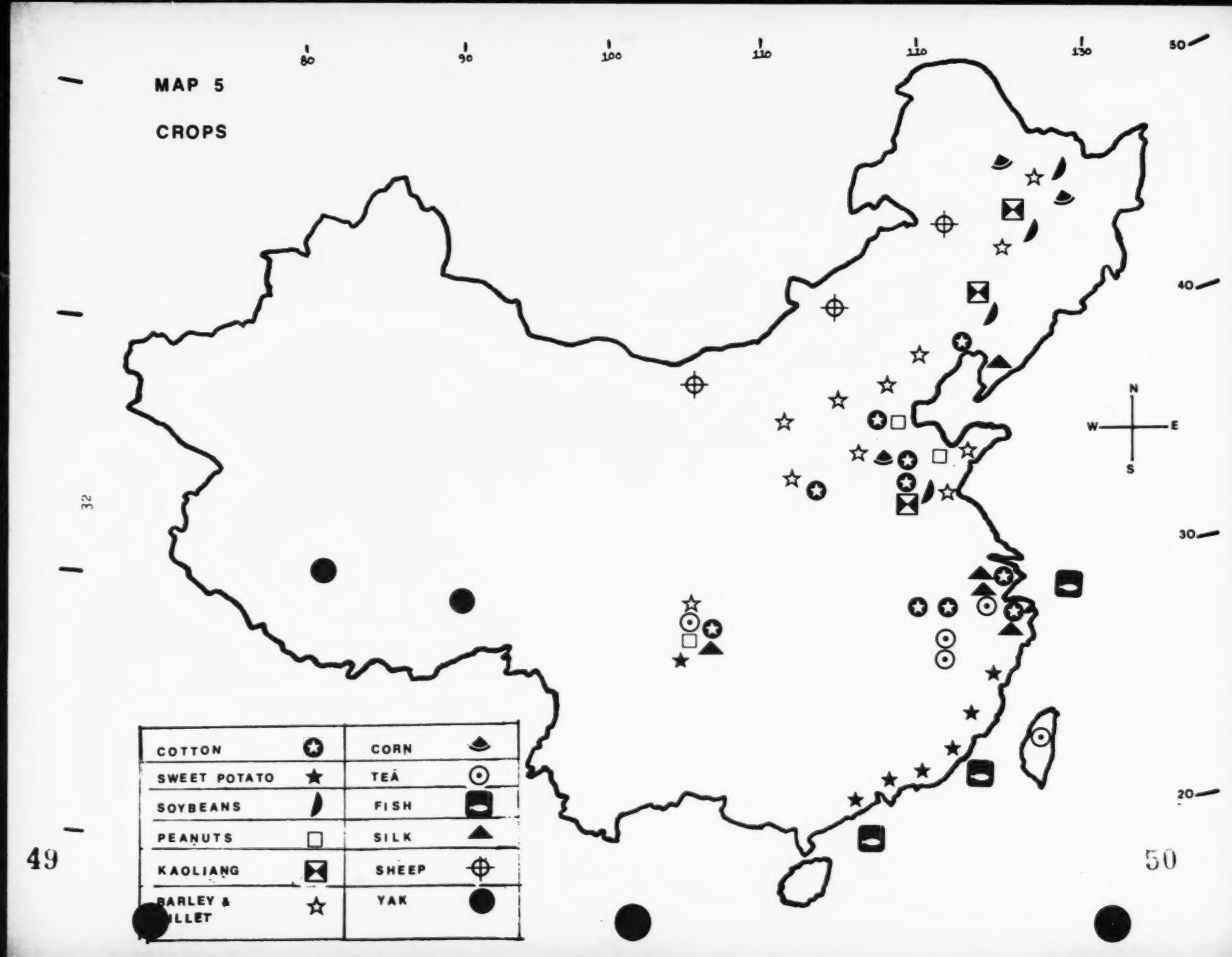

MAP 1
POLITICAL DIVISIONS
80
90
100
110
120
130
50
40
30
20
27
HEILONGJIANG
JILIN
LIAONING
AUTONOMOUS REGION
XINJIANG
AUTONOMOUS REGION
GANSU
AUTONOMOUS REGION
NEI MENGGU
Beijing
Tianjin
HEBEI
SHANDONG
SHANXI
NING XIA
QINGHAI
XIZANG
AUTONOMOUS REGION
SHANXI
HENAN
JIANGSU
ANHUI
Shanghai
HUBEI
SICHUAN
ZHEJIANG
JIANGXI
HUNAN
FUJIAN
GUIZHOU
YUNNAN
GUANGXI AUTONOMOUS RFGION
GUANGDONG
TAIWAN
N
W
E
S
40
41

PINYIN	STANDARD POST OFFICE
ANHUI	ANHWEI
BEIJING	PEKING
FUJIAN	FUKIEN
GANSU	KANSU
GUANGDONG	KWANTUNG
GUANGXI	KWANGSI CHUANG
GUIZHOU	KWEICHOW
HEBEI	HOPEH
HEILONGJIANG	HEILUNKIANG
HENAN	HONAN
HUBEI	HUPEH
HUNAN	HUNAN
JIANGSU	KIANGSU
JIANGXI	KIANGSI
JILIN	KIRIN
LIAONING	LIAONING
NEI MENGGU	INNER MONGOLIA
NINGXIA	NINGSIA
QINGHAI	TSINGHAI
SHANGDONG	SHANTUNG
SHANGHAI	SHANGHAI
SHANXI	SHANSI
SICHUAN	SZECHWAN
TIANJIN	TIENTSIN
XINJIANG	SINKIANG
XIZANG	TIBET
YUNNAN	YUNNAN
ZHEIJIANG	CHEKIANG


MAP 2
MAJOR RIVERS &
MOUNTAIN RANGES
80
90
100
110
120
130
50
40
30
20
N
W
E
S
Yellow R.
Yangtze R.
29
43
44


80
90
100
110
120
130
50
40
30
20
MAP 3
RAINFALL
N
W
E
S
Less than 20 inches per year
20 - 40 inches
40 - 80 inches


80
90
100
110
120
130
50
40
30
20
MAP 4
GRAINS
N
W
E
S
DOUBLE-CROP RICE
RICE
WHEAT
PASTURE


MAP 5
CROPS
80
90
100
110
120
130
50
40
30
20
32
N
W
E
S
COTTON
SWEET POTATO
SOYBEANS
PEANUTS
KAOLIANG
BARLEY &
CORN
TEA
FISH
SILK
SHEEP
YAK

MAP 6

NATURAL RESOURCES

33

51

52

S

China's Geography

Find a map of the world or a globe.

1. What two countries border China on the north?_____, _____.
2. What country borders China on the northeast? _____.
3. Name six countries on China's southern border. _____

   _____

   _____.
4. What country is on the western border? _____.
5. What is the name of the sea between China and Korea? _____.
6. What is the name of the sea north of Taiwan? _____.
7. What is the name of the sea south of Taiwan? _____.

Put map 2 on the projector.

8. The two longest rivers in China are _____ and _____.
9. These rivers empty into the sea. They flow from _____to _____ (which direction).

The land in China rises as you move from the east to the west. The highest mountains in the world, the Himalayas, are found in Tibet. In addition to the continual rise, there are also mountain ranges which cut across the country.

10. Which direction do the mountain ranges run in the western part of China?

    _____

11. Which direction do the mountain ranges run in the eastern part of China?

    _____

12. Since the land rises as you move from east to west, which mountain ranges do you think would be higher? EASTERN WESTERN (circle one).

S

REMOVE MAP 2 AND PUT ON MAP 3.

13. MOST RAIN FALLS IN WHICH PART OF CHINA? _____.

14. THE LEAST AMOUNT OF RAIN FALLS IN WHICH PART OF CHINA? _____.

MONSOONS ARE WINDS THAT REVERSE THEIR DIRECTION FROM SEASON TO SEASON. AS THESE WINDS CROSS LARGE BODIES OF WATER THEY PICK UP MOISTURE WHICH FALLS ON LAND AS SNOW OR RAIN. HEAVIEST RAINFALL OCCURS ON THE LAND FIRST TOUCHED BY THE WIND AFTER CROSSING THE WATER.

15. FROM WHICH DIRECTION DOES THE MONSOON BLOW DURING THE SUMMER? _____.

16. THE MONSOON BLOWS FROM THE OPPOSITE DIRECTION DURING THE WINTER. WHAT DIRECTION IS IT COMING FROM IN THE WINTER? _____.

17. DOES A LOT OF RAIN FALL IN THAT PART OF CHINA? _____.

18. DOES THE MONSOON FROM THIS DIRECTION COME OVER WATER BEFORE IT REACHES CHINA? _____.

19. WOULD YOU EXPECT THIS MONSOON TO CARRY MUCH WATER INTO CHINA? _____ WHY OR WHY NOT? _____

20. LOOK AT THE RAINFALL IN THE AREA WHICH THE WINTER MONSOON TOUCHES FIRST. WERE YOU RIGHT? _____

REMOVE MAP 3. PUT ON MAP 4.

21. WHAT ARE THE TWO MAJOR GRAIN CROPS IN CHINA? _____.

22. WHAT CROP IS GROWN IN THE SOUTH? _____.

23. WHAT CROP IS GROWN IN THE NORTH? _____.

PUT MAP 3 OVER MAP 4.

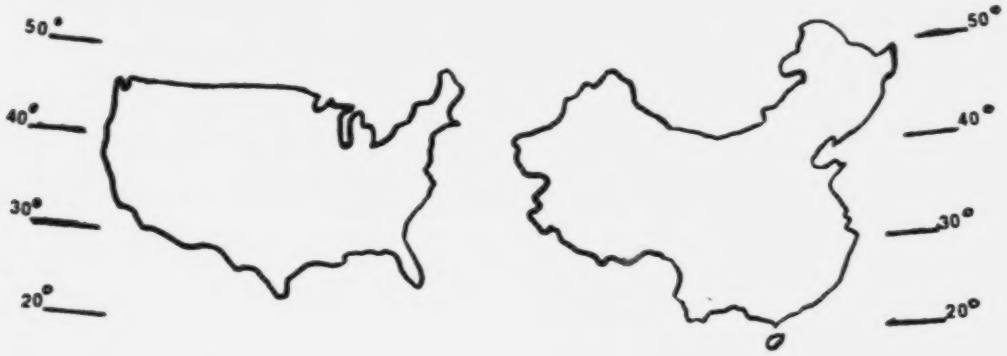
24. WHAT IS THE LEAST AMOUNT OF RAIN WHICH FALLS IN THE RICE GROWING AREA? _____.

25. How much rain falls each year where you live? _____ inches.
(clue: call your local TV or radio station or look in a farmers' almanac.)

26. What crops are grown where you live? _____

_____

27. Below what latitude is the rice growing area found? _____



28. Look at the two small maps of China and the United States. Find the area in the U.S. which is below the latitude where rice is grown in China. Which part of the U.S. is it? _____

29. What is the weather like there? _____

30. Look at your answers to questions 24 and 29. What are two conditions necessary for rice to grow? _____

31. Does wheat need more or less rain than rice? _____

32. Does wheat need a warmer or cooler climate than rice? _____

33. Above what latitude does wheat grow? _____

34. Find out where most of the wheat is grown in the U.S. Name two major wheat growing states. _____

35. Are these states above the 30th parallel? (30th parallel is another way of saying a latitude of 30°). _____

REMOVE MAPS 3 AND 4. PUT ON MAP 5.

36. CROPS ARE GROWN ON THE FLATTEST LANDS AVAILABLE. IN WHAT PART OF CHINA ARE THE MOST CROPS GROWN? _____

37. SINCE THE CROPS ARE GROWN ON PLAINS, WHAT CAN YOU SAY ABOUT THE REST OF THE LAND IN CHINA? _____

38. IS MORE LAND FLAT OR MOUNTAINOUS? _____

39. IN WHAT PART OF CHINA DO YOU THINK THAT MOST PEOPLE WOULD LIVE?

_____

WHY? _____

_____

USE THE 30TH PARALLEL TO DIVIDE CHINA INTO NORTH AND SOUTH. PUT AN X IN THE CORRECT COLUMN.

	NORTH	SOUTH	BOTH
40. WHERE IS COTTON GROWN?			
41. WHERE ARE SWEET POTATOES GROWN?			
42. WHERE IS TEA GROWN?			
43. BARLEY, MILLET, CORN AND GAOLIANG ARE GRAINS; WHERE ARE THESE GROWN?			
44. WHERE ARE THE BEST FISHING GROUNDS?			
45. WHERE ARE SILKWORMS GROWN?			

PUT MAP 3 ON TOP OF MAP 5

46. SHEEP AND YAK ARE TWO ANIMALS GROWN FOR FOOD IN CHINA. ARE THEY GROWN IN AREAS OF LEAST OR MOST RAINFALL? _____

S

PUT MAP 4 ON TOP OF MAPS 3 AND 5.

47. IN WHAT PART OF CHINA ARE ANIMALS RAISED? _____

48. ARE OTHER MAJOR CROPS GROWN IN THIS AREA? _____

49. CAN YOU GIVE A REASON FOR THIS? _____

PUT MAP 6 ON THE PROJECTOR.

50. NAME THE THREE MAIN NATURAL RESOURCES FOUND IN CHINA. _____

_____

51. WHAT ARE EACH OF THESE RESOURCES USED FOR? (CLUE: LOOK EACH UP IN AN ENCYCLOPEDIA) _____

_____

_____

_____

52. LOOK AT THE TWO SMALL MAPS OF THE U.S. AND CHINA ON P. 36. CIRCLE THE ANSWER YOU THINK IS CORRECT: CHINA IS SMALLER THAN THE U.S.
CHINA IS A LITTLE LARGER THAN THE U.S.
CHINA IS THE SAME SIZE AS THE U.S.

53. THE POPULATION OF THE U.S. IS _____

THE POPULATION OF CHINA IS _____

(CLUE: LOOK IN A RECENT ATLAS, ENCYCLOPEDIA OR DICTIONARY.)

ONE-FOURTH OF THE WORLD'S PEOPLE LIVE IN CHINA.

PUT MAP 1 ON THE PROJECTOR.

AUTONOMOUS REGIONS ARE AREAS WITH LARGE POPULATIONS OF MINORITY PEOPLES. HERE MINORITY PEOPLES MAINTAIN MANY TRADITIONAL ASPECTS OF THEIR LIVES WHICH ARE DIFFERENT FROM THE HAN CHINESE. THESE INCLUDE DIFFERENT STYLES OF CLOTHING, DIFFERENT FOODS AND LANGUAGES.

54. HOW MANY AUTONOMOUS REGIONS ARE THERE IN CHINA? _____

55. GIVE THE NAMES OF THE AUTONOMOUS REGIONS AND THE PART OF CHINA THEY ARE IN.

NAME PART OF THE COUNTRY

_____

_____

_____

_____

_____

56. THERE ARE THREE CITIES IN CHINA WHICH HAVE GROWN SO LARGE THAT THEY ARE CONTROLLED DIRECTLY BY THE NATIONAL GOVERNMENT. NAME THESE THREE LARGE CITIES (THEY ARE THE ONLY PLACES WRITTEN ON THE MAP IN CAPITAL AND SMALL LETTERS). _____

_____

57. HOW MANY PROVINCES (LIKE OUR STATES) ARE THERE IN THE PEOPLE'S REPUBLIC OF CHINA? (DO NOT INCLUDE AUTONOMOUS REGIONS OR MUNICIPALITIES.)

_____

How to Use A Suanpan and Puzzles

T

Suanpan - Abacus

Goals

1. The students will learn to manipulate one form of calculator used in many Asian countries.
2. The concept of place value will be reinforced.
3. The students will learn another method of adding and subtracting.

Evaluation

The students will be able to manipulate a suanpan to set numbers, and to do simple addition and subtraction problems.

Vocabulary

suanpan
set
beam
rod
clear
ones rod
tens rod
hundreds rod

Instructions

The following student sheets may be thermofaxed, dittoed and laminated so that your students have individual sets. A traditional American counting frame can be used if the extra beads are taped up to make it more like a suanpan. This unit is designed for the students who understand place value and know the basic addition and subtraction facts. The number cards in the language section can be used to reinforce the idea of place value.

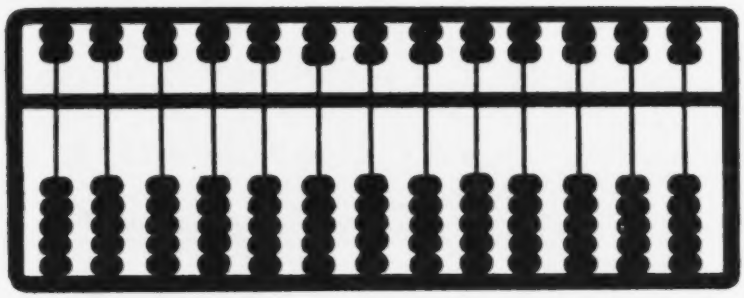
Further References

Tom, F. S. How to Use the Chinese Abacus. Chong Imports, San Francisco. 1956.
Lau Chung Him. The Principles and Practice of the Chinese Abacus. Lau Chung Him & Co., 450 Alexandra House, Dex Voeux Road, C, Hong Kong. 1973.

CARD 1

SUANPAN -- ABACUS

THE ABACUS IS AN ANCIENT CALCULATOR STILL USED IN CHINA AND OTHER ASIAN COUNTRIES. IN CHINESE IT IS CALLED SUANPAN. IT IS A FRAME DIVIDED INTO AN UPPER AND LOWER SECTION BY A BEAM. IT CAN BE USED FOR ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION.



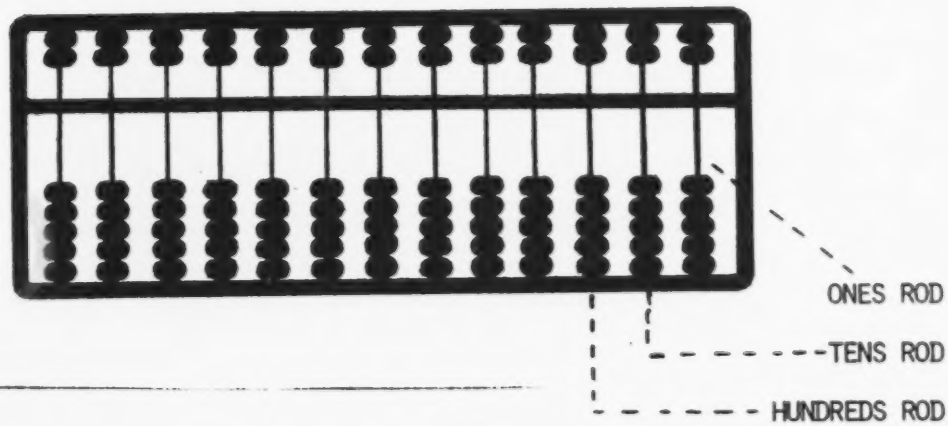
3

PUT YOUR SUANPAN ON YOUR DESK. HOLD IT WITH YOUR LEFT HAND.

USE YOUR THUMB TO MOVE THE BEADS IN THE LOWER SECTION UP.

USE YOUR INDEX FINGER TO MOVE THE BEADS IN THE LOWER SECTION DOWN.

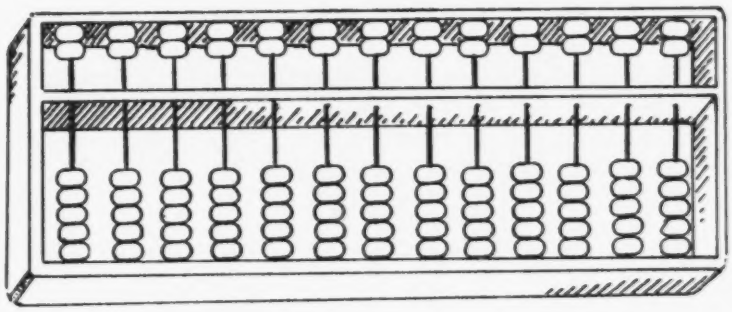
USE YOUR MIDDLE FINGER TO MOVE THE UPPER SECTION BEADS UP AND DOWN.



2

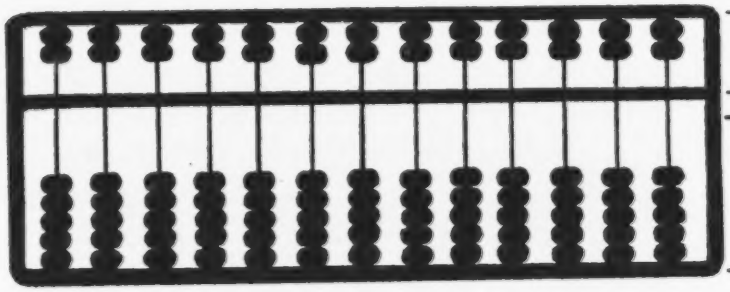
BEFORE YOU BEGIN WORK ON THE SUANPAN YOU MUST CLEAR IT. THIS IS DONE BY MOVING ALL OF THE BEADS IN THE UPPER SECTION TO THE TOP OF THE FRAME AND ALL OF THE BEADS IN THE LOWER SECTION TO THE BOTTOM OF THE FRAME.

CLEAR YOUR SUANPAN. IT SHOULD LOOK LIKE THIS:



4

THE SUANPAN HAS THIRTEEN RODS WITH TWO BEADS ON THE UPPER SECTION OF EACH ROD AND FIVE BEADS ON THE LOWER SECTION OF EACH ROD.

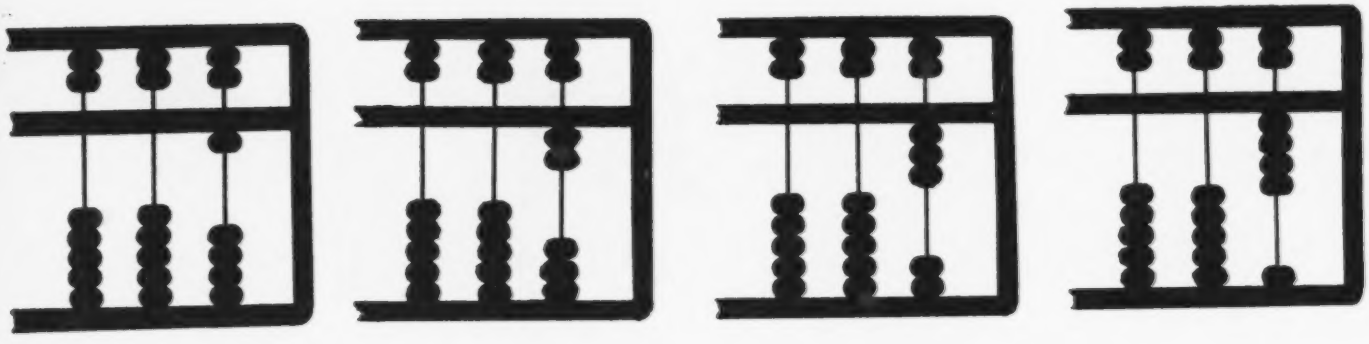


TO SET A NUMBER LESS THAN 10, YOU ONLY NEED TO COUNT AND MOVE BEADS ON THE ONES ROD.

5

WHEN READING THE SUANPAN, YOU COUNT ONLY THE BEADS THAT HAVE BEEN MOVED TO THE BEAM. HERE ARE SOME NUMBERS AND HOW THEY WOULD LOOK ON THE SUANPAN.

1 2 3 4



7

SET THE NUMBERS 6, 7, 8, AND 9.

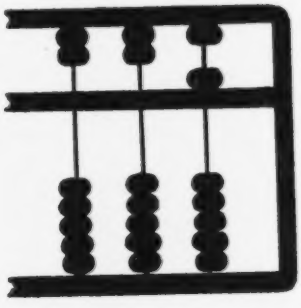
SET MEANS TO MOVE THE BEADS TO THE POSITION THAT SHOWS THE NUMBER INDICATED.

CHECK YOUR ANSWERS WITH THE DRAWINGS ON THE BACK OF THIS CARD.

6

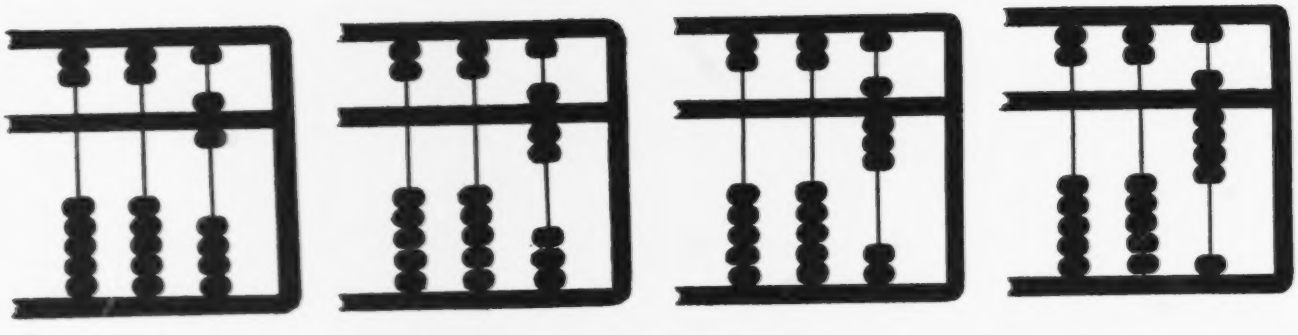
To set the number 5, move the bead in the upper section of the ones rod down to the beam. The fifth bottom bead is not used in addition. As soon as five bottom beads are needed, clear the bottom section and bring down one bead from the top.

5



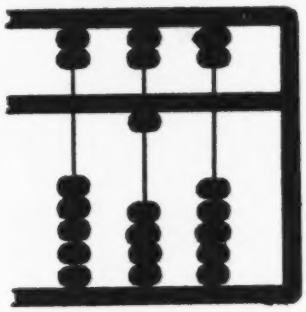
8

6 7 8 9



9

To set 10 on the suanpan, clear the beads on the ones rod and move one bead on the lower section of the tens rod up to the beam. As soon as you have 5 beads up in the bottom section and one bead down in the top section, clear that row and push up one in the bottom section of the next column. Your suanpan should look like this:

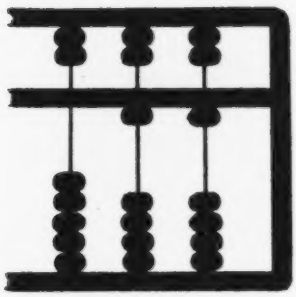


11

Set 12, 13, 14, 15 on your suanpan.

Check your answers on the back.

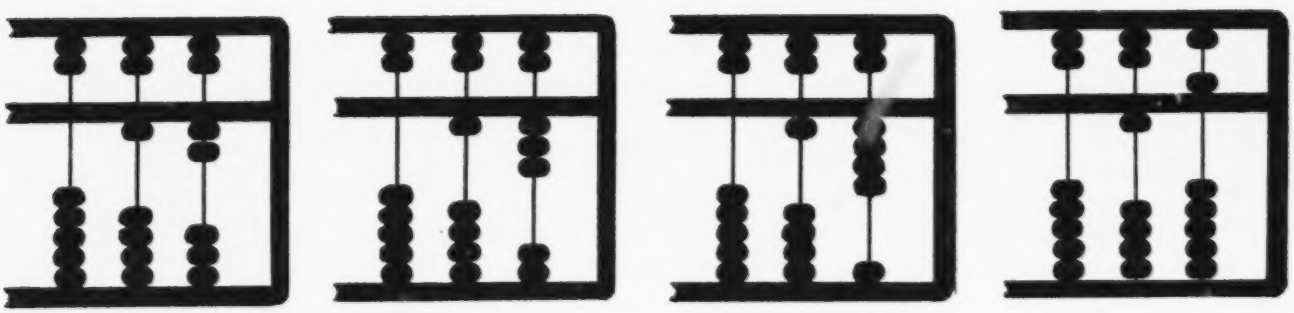
10



THIS IS 11. WITH A NUMBER OF 10 OR MORE, DO THE DIGIT FURTHEST TO THE LEFT FIRST. TO MAKE 11, FIRST MOVE UP ONE BEAD ON THE LOWER SECTION OF THE TENS ROD, THEN MOVE UP ONE BEAD ON THE LOWER SECTION OF THE ONES ROD.

12

12 13 14 15



13

PRACTICE SETTING, 16, 20, 25, 34, AND 48 ON YOUR SUANPAN.

CHECK YOUR ANSWER WITH THE DRAWINGS ON THE BACK.

15

PRACTICE SETTING 56, 69, 71, 85, 92 AND 105.

CHECK YOUR ANSWERS WITH THE DRAWINGS ON THE BACK.

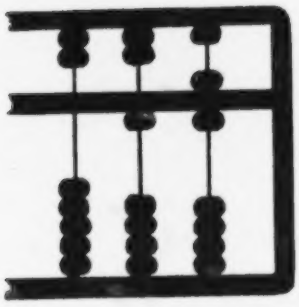
48

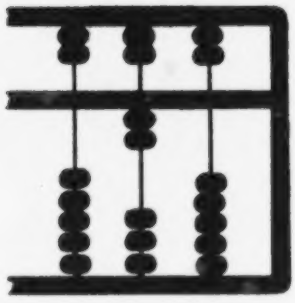
14

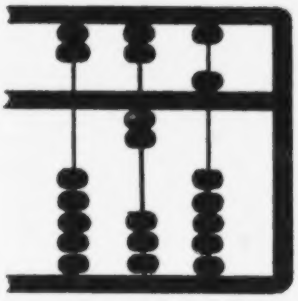
16

20

25

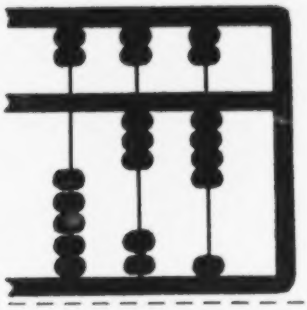


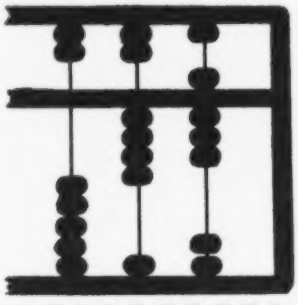




34

48



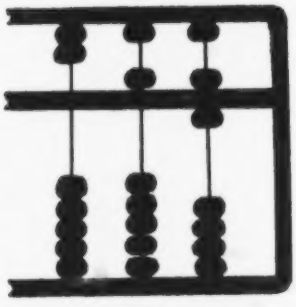


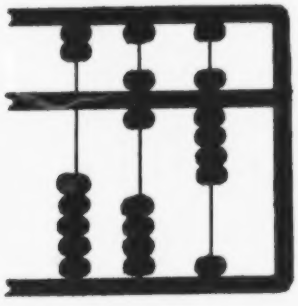
16

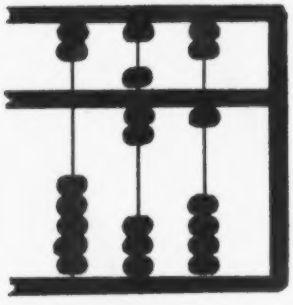
56

69

71



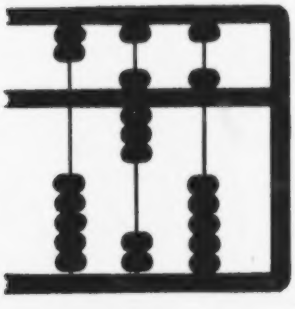


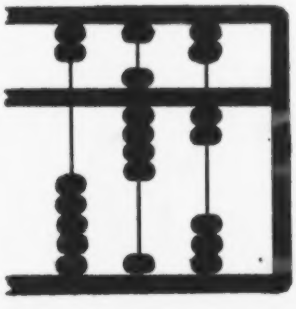


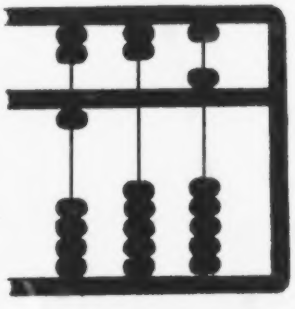
85

92

105







S

FORMULAS FOR ADDITION

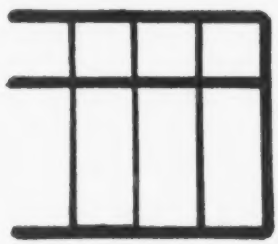
MEMORIZE THESE MOVEMENTS SO YOU CAN USE THE SUANPAN MECHANICALLY.

UP	MOVE ONE BEAD AT THE LOWER SECTION UP (USE YOUR THUMB)
DOWN	MOVE ONE BEAD ON THE UPPER SECTION DOWN (USE YOUR MIDDLE FINGER)
RID	MOVE ONE BEAD ON THE LOWER SECTION DOWN (USE YOUR INDEX FINGER)
	OR MOVE ONE BEAD OF THE UPPER SECTION UP (USE YOUR MIDDLE FINGER)
ADVANCE	MOVE ONE BEAD UP IN THE NEXT ROD TO THE LEFT (USE YOUR THUMB)

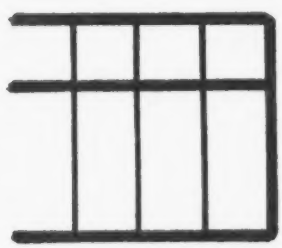
THE TOP-MOST BEAD AND THE BOTTOM-MOST BEAD ARE NOT USED IN ADDITION.

FOR ANY PROBLEM ADDING ONE, ONLY ONE OF THESE THREE FORMULAS WILL WORK. THIS IS TRUE FOR ALL ADDENDS AND THEIR FORMULAS.

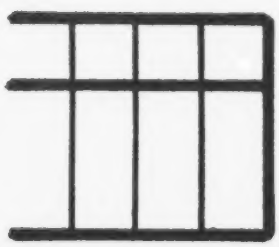
TO ADD ONE: A. UP 1 EXAMPLE: 3+1 DRAW YOUR ANSWER



B. DOWN 5, RID 4 EXAMPLE: 4+1 DRAW YOUR ANSWER

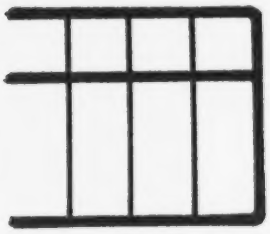


C. RID 9, ADVANCE 1 EXAMPLE: 9+1 DRAW YOUR ANSWER



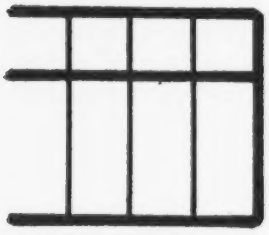
TO ADD TWO: A. UP 2 EXAMPLE: 2+2

DRAW YOUR ANSWER



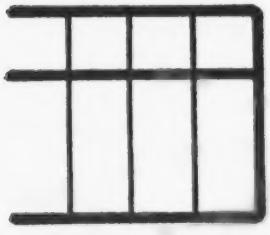
B. DOWN 5, RID 3 EXAMPLE: 3+2

DRAW YOUR ANSWER



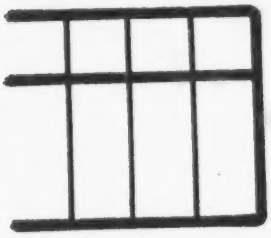
C. RID 8, ADVANCE 1 EXAMPLE 8+2

DRAW YOUR ANSWER



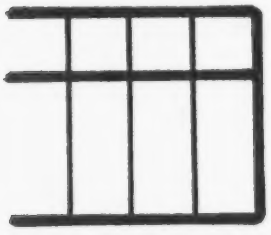
TO ADD THREE: A. UP 3 EXAMPLE: 1+3

DRAW YOUR ANSWER



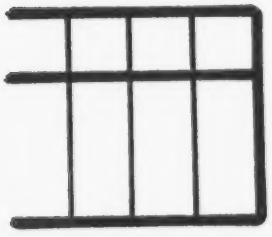
B. DOWN 5, RID 2 EXAMPLE: 2+3

DRAW YOUR ANSWER



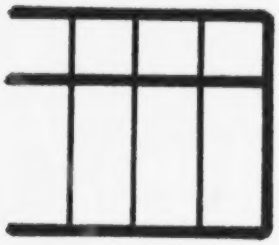
C. RID 7, ADVANCE 1 EXAMPLE: 7+3

DRAW YOUR ANSWER

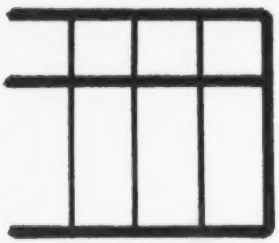


S

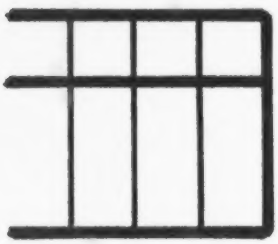
To add 4: A. up 4 Example: 0+4 DRAW YOUR ANSWER



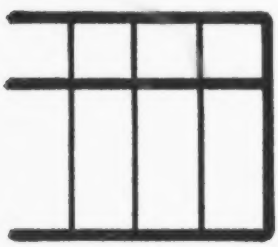
B. down 5, rid 1 Example: 1+4 DRAW YOUR ANSWER



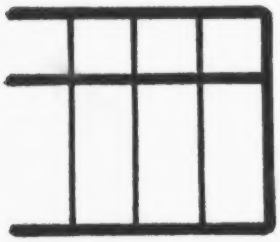
C. rid 6, advance 1 Example: 6+4 DRAW YOUR ANSWER



To add 5: A. down 5 Example: 0+5 DRAW YOUR ANSWER



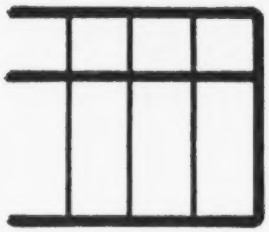
B. rid 5, advance 1 Example: 5+5 DRAW YOUR ANSWER



S

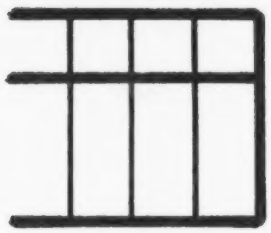
To ADD 6: A. UP 6 EXAMPLE: 2+6

DRAW YOUR ANSWER



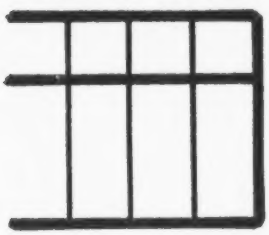
B. UP 1, RID 5, ADVANCE 1 EXAMPLE: 7+6

DRAW YOUR ANSWER



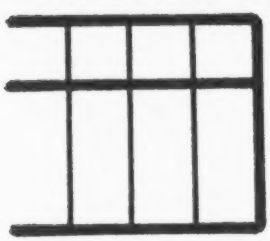
C. RID 4, ADVANCE 1 EXAMPLE: 4+6

DRAW YOUR ANSWER



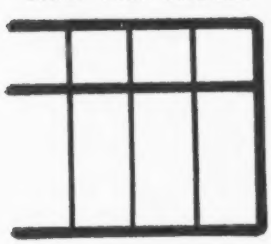
To ADD 7: A. UP 7 EXAMPLE: 12+7

DRAW YOUR ANSWER



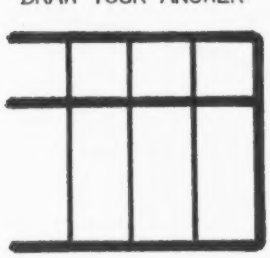
B. UP 2, RID 5, ADVANCE 1 EXAMPLE: 17+7

DRAW YOUR ANSWER



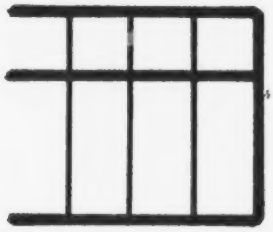
C. RID 3, ADVANCE 1 EXAMPLE: 13+7

DRAW YOUR ANSWER



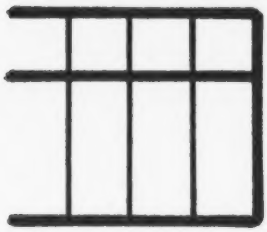
To ADD 8: A. UP 8 EXAMPLE: 11+8

DRAW YOUR ANSWER



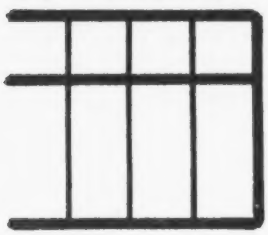
B. UP 3, RID 5, ADVANCE 1 EXAMPLE: 15+8

DRAW YOUR ANSWER



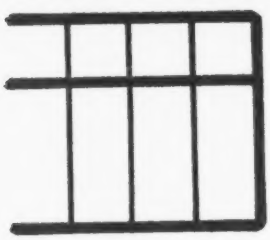
C. RID 2, ADVANCE 1 EXAMPLE: 12+8

DRAW YOUR ANSWER



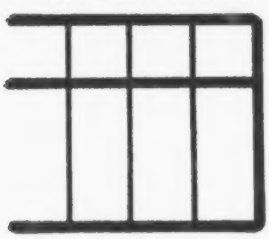
To ADD 9: A. UP 9 EXAMPLE: 10+9

DRAW YOUR ANSWER



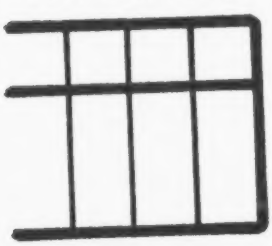
B. UP 4, RID 5, ADVANCE 1 EXAMPLE: 15+9

DRAW YOUR ANSWER



C. RID 1, ADVANCE 1 EXAMPLE: 9+9

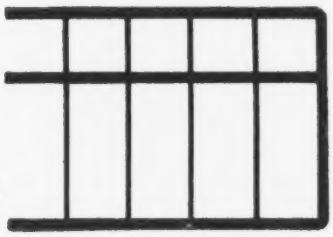
DRAW YOUR ANSWER



S

Suanpan Addition Practice

1. 64 + 72 =

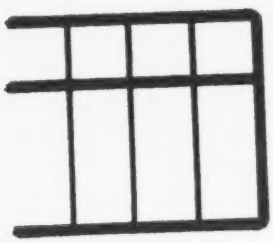


First set the number 64 on the suanpan.
Draw what your suanpan looks like:

Next from <u>left</u> to <u>right</u> add seven tens to six tens.
Use the formula up 2 rid 5, advance 1.
Now in the ones column add 2 to 4.
Use formula down 5, rid 3.

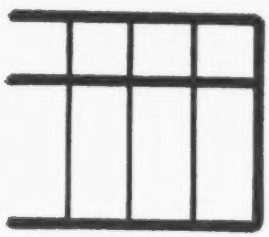
Draw your answer:

This is the number _____.



2. 59 + 43 =

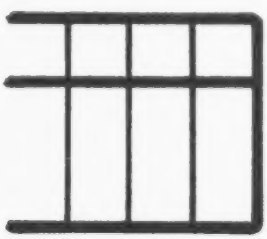
Set 59 on your suanpan.
Draw what your suanpan looks like:



Starting in the left-most column add 4 tens to 5 tens.
Write the formula that you used: _____

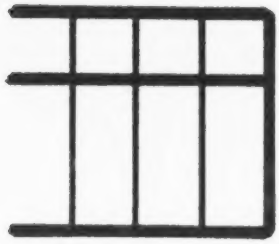
Now in the ones column add 3 to 9.
Write the formula that you used: _____
Draw your answer:

This is the number _____.



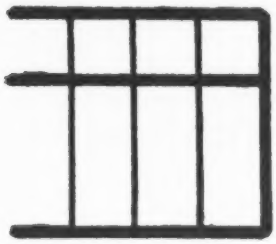
3. 75 + 38 =

SET 75 ON YOUR SUANPAN.
DRAW WHAT YOUR SUANPAN LOOKS LIKE:



STARTING LEFT ADD 3 TENS TO SEVEN TENS.
WRITE THE FORMULA YOU USED: _____

NOW ADD 8 TO 5.
WRITE THE FORMULA YOU USED: _____
DRAW YOUR ANSWER:

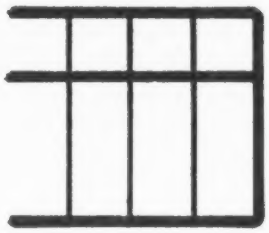


THIS IS THE NUMBER _____.

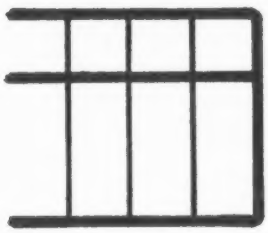
S

TO SUBTRACT USING THE SUANPAN YOU MUST MEMORIZE THESE FORMULAS. THE MOVEMENTS (RID, DOWN, UP) ARE THE SAME AS IN ADDITION.

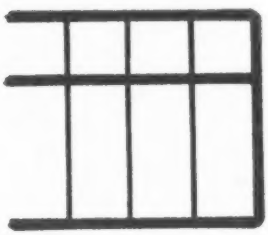
TO SUBTRACT 1: A. DOWN 1 EXAMPLE: 2-1 DRAW YOUR ANSWER



B. RID 5, UP 4 EXAMPLE: 5-1 DRAW YOUR ANSWER



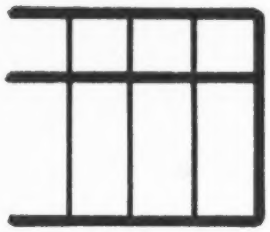
C. RID 10, DOWN 5, UP 4 EXAMPLE: 10-1 DRAW YOUR ANSWER



S

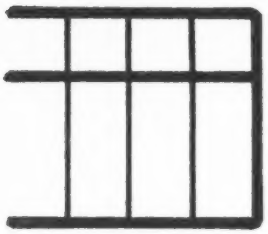
To subtract 2: A. down 2 EXAMPLE: 4-2

DRAW YOUR ANSWER



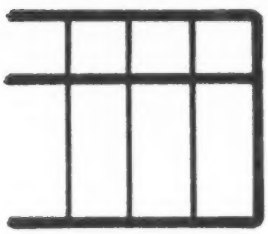
B. rid 5, up 3 EXAMPLE: 5-2

DRAW YOUR ANSWER



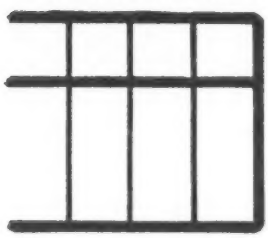
C. rid 10, down 5, up 3 EXAMPLE: 10-2

DRAW YOUR ANSWER



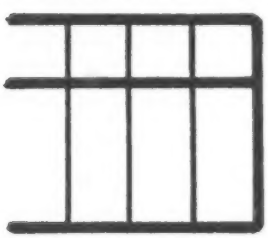
To subtract 3: A. down 3 EXAMPLE: 4-3

DRAW YOUR ANSWER



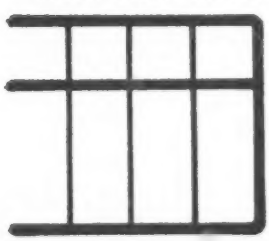
B. rid 5, up 2 EXAMPLE: 5-3

DRAW YOUR ANSWER

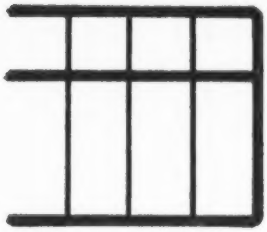


C. rid 10, down 5, up 2 EXAMPLE: 10-2

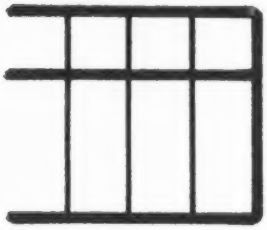
DRAW YOUR ANSWER



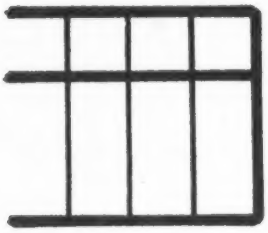
To subtract 4: A. down 4 EXAMPLE: 4-4 DRAW YOUR ANSWER



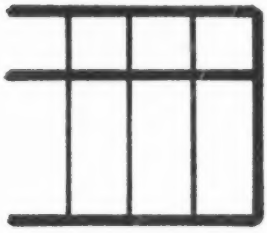
B. rid 5, up 1 EXAMPLE: 5-4 DRAW YOUR ANSWER



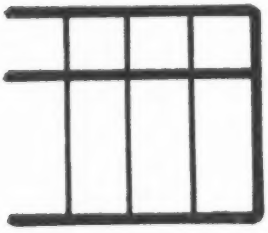
C. rid 10, down 5, up 1 EXAMPLE: 10-4 DRAW YOUR ANSWER



To subtract 5: A. rid 5 EXAMPLE: 6-5 DRAW YOUR ANSWER

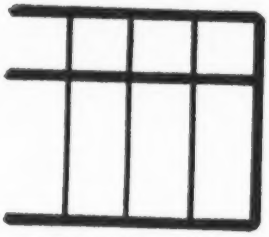


B. rid 10, down 5 EXAMPLE: 10-5 DRAW YOUR ANSWER



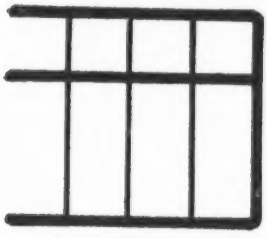
To SUBTRACT 6: A. RID 5, RID 1 EXAMPLE: 7-6

DRAW YOUR ANSWER



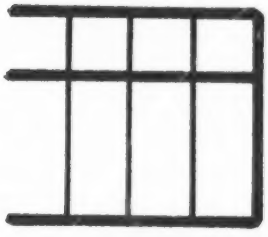
B. RID 10, UP 4 EXAMPLE: 10-6

DRAW YOUR ANSWER



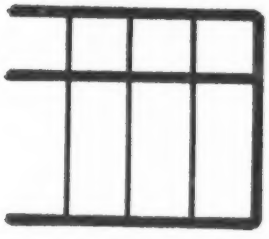
C. RID 10, DOWN 5, RID 1 EXAMPLE: 12-6

DRAW YOUR ANSWER



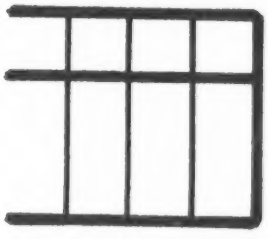
To SUBTRACT 7: A. RID 5, RID 2 EXAMPLE: 8-7

DRAW YOUR ANSWER



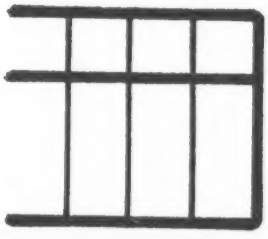
B. RID 10, UP 3 EXAMPLE: 10-7

DRAW YOUR ANSWER



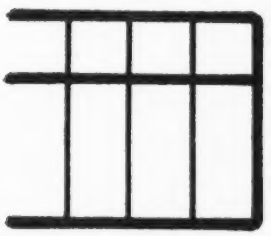
C. RID 10, DOWN 5, RID 2 EXAMPLE: 14-7

DRAW YOUR ANSWER



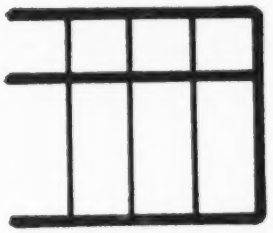
To subtract 8: A. rid 5, rid 3 EXAMPLE: 9-8

DRAW YOUR ANSWER



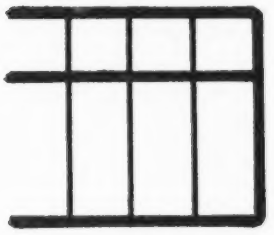
B. rid 10, up 2 EXAMPLE: 10-8

DRAW YOUR ANSWER



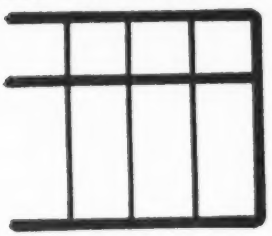
C. rid 10, down 5, rid 3 EXAMPLE: 14-8

DRAW YOUR ANSWER



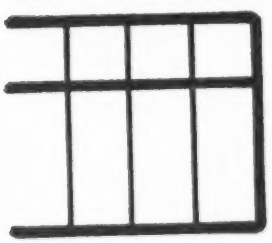
To subtract 9: A. rid 5, rid 4 EXAMPLE: 9-9

DRAW YOUR ANSWER



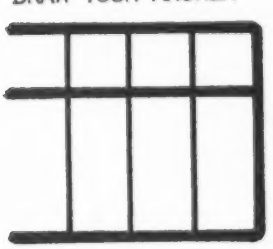
B. rid 10, up 1 EXAMPLE: 10-9

DRAW YOUR ANSWER



C. rid 10, down 5, rid 4 EXAMPLE: 14-9

DRAW YOUR ANSWER



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Qi Qiao Ban --Tangrams

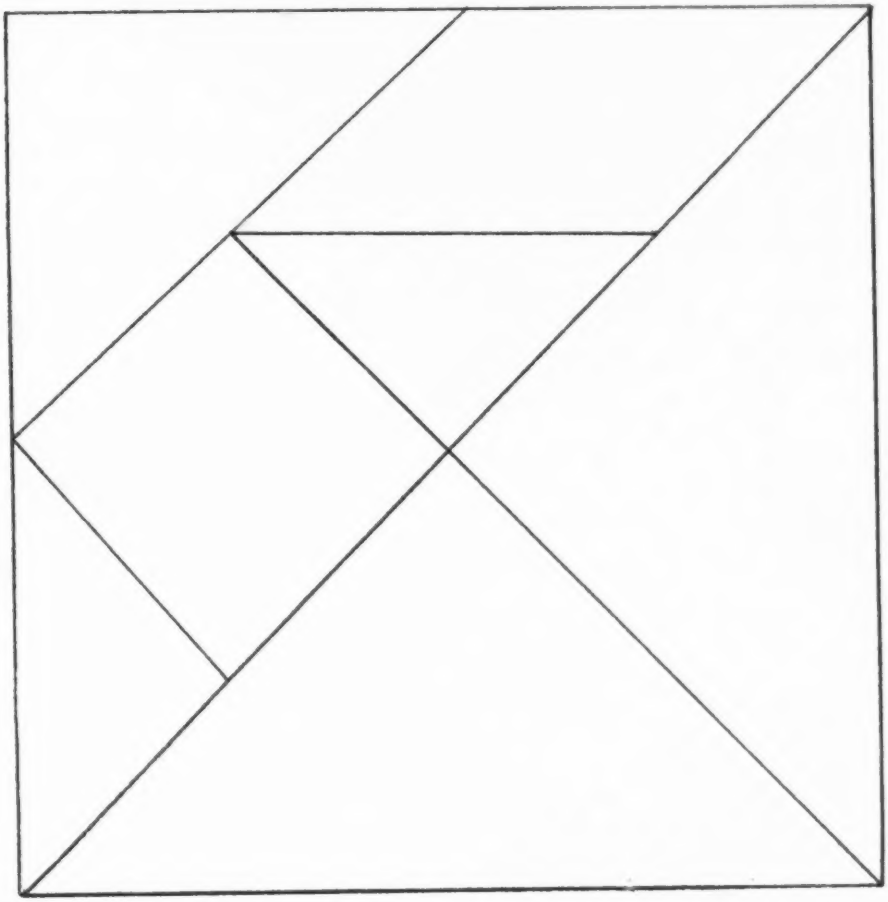
In old China the pieces for this game-puzzle were sometimes made of ivory, hand carved and inlaid with gold and jade. It was played by royalty as well as by the peasants. The only rule for playing is that all seven pieces or tans must be used. Various geometric shapes can be made with the tans and hundreds of silhouettes can be formed.

Rabbit

Polar Bear

Yacht

Make a tangram puzzle for yourself out of cardboard.



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IT IS CHALLENGING TO SEARCH FOR MORE THAN ONE WAY TO FORM A GIVEN TANGRAM. HERE ARE SOME TANGRAM PARADOXES. ALTHOUGH THE SECOND FIGURE IN EACH PAIR SEEMS TO BE EXACTLY THE SAME AS ITS MATE EXCEPT FOR A MISSING PORTION, EACH IS MADE WITH SEVEN TANS.

REFERENCES

NITTA, RAY. YOUR MOVE! THE CENTER FOR OPEN LEARNING AND TEACHING, 178 TAMALPAIS RD., BERKELEY, CA 94708. 1975.

ELFFERS, JOOST. TANGRAMS: ANCIENT CHINESE SHAPES. PENGUIN-VIKING BOOKS.

ELEMENTARY SCIENCE STUDY: TANGRAMS. WEBSTER DIVISION MCGRAW-HILL BOOK CO. N.Y.

S

Magic Squares

Magic squares were invented by Huang Di who ruled over China in the 27th century B.C. The earliest mention of magic squares in the west is 130 A.D. A magic square adds up to the same number horizontally, vertically and diagonally. Try this magic square figured out by Lo Shu.[1] Just add a number in each row (not necessarily the same number) so that all the rows add up to the same answer.

1.

4	9	
3		7
8	1	

Clue: Look at the first vertical row. All other rows should add up to that same number.

Now for a more challenging magic square by Cheng Da -Wei (1593 A.D.) and corrected by Li Nien.[2]

2.

27		2	4	13	
9	11	20	22		18
32					
14	16	34	30	12	5
	6		17	26	
		33		8	

Clue: Here's the answer written in Chinese numbers. Look to p. 9 for your Chinese numbers.

二十七	二十九	二	四	十三	二十六
九	十一	二十	二十三	二十二	十八
二十三	二十五	七	三	二十一	二十三
十四	十六	二十四	三十	十二	五
二十八	六	十五	十七	二十六	十九
二	二十四	廿三	廿五	八	十

3. Copy the first magic square using Chinese numbers. See if your classmates can figure it out.

[1] Needham, Joseph. Science and Civilisation in China. Figure 58, p. 57. Cambridge, 1954.

[2] Ibid. Figure 61, p. 61.

Chinese Delicacies

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Chinese Delicacies

Goals

To introduce students to Chinese foods and methods of cooking.
To make students aware of the relationship between climate and food production.
To provide students an opportunity to grow food (bean sprouts) in the classroom and to use them in a Chinese recipe.
To give students the opportunity to learn how to use chopsticks.

Note: It is a valuable experience for the children to shop for the ingredients themselves and perhaps they will have a fund-raising effort to support the cooking project (see Productive Labor section). A great deal of math is needed for the shopping as well as the measuring of the ingredients. An alternative to the children shopping is for them to bring the ingredients from home. We have found it helpful to have a parent supervise small groups as they cut and cook the food.

Evaluation

The children will be able to follow the directions and grow bean sprouts or make a recipe.

Vocabulary

Kuai-zi	(chopsticks)	wok	(skillet)
bao	(steamed buns)	Hongshao zhurou	(roast pork)
cha	(tea)	fan	(rice)

References

Hahn, Emily and the Editors of Time-Life Books: The Cooking of China. New York. 1968.
Miller, Gloria Bley. The Thousand Recipe Chinese Cookbook. New York. Grosset and Dunlap, 1966.

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Chinese Delicacies

Because China is so large, many different climates are found within its borders -- high mountain areas which are covered with snow all year to low, hot areas with much rainfall which never get cold. The people living in these different parts of China had different foods available to them. This is because each kind of plant has growing requirements which are special to it. Some plants need high heat or much rainfall during their growing season (rice, for example, needs both), while other plants, such as peas, grow best when the temperature is cool. Before modern transportation, people ate the foods they could grow themselves or which were grown nearby. Therefore the diet of people in different areas of China was different. These are the typical daily meals of the Chinese who live in the north and in the south.

North

Breakfast

- You diao (a fried twisted bread fritter) and a baked pancake
- Soybean milk

Lunch and Dinner similar:

- Noodles - with meat sauce
  or
- Steamed bread with meat soup

South

Breakfast

- Congee* and pickled vegetables, fried soybeans, peanuts, you diao - (a fried twisted bread fritter)

Lunch and Dinner similar:

- Rice
- Soup
- Vegetable and meat dishes
- Fish dishes

The Chinese eat very little meat. The major part of any meal comes from grains, preferably rice if it is available, but also wheat, corn and millet, whichever is the local crop. Vegetables make up the next largest part. Meat is used in small amounts to flavor the food it is cooked with. Fruit is usually eaten for snacks and sometimes for dessert. The Chinese usually do not eat desserts, but when they are served they are not the sweet desserts which we are used to. There are also many dried or salted foods used in Chinese cooking since these two methods of food storage have been the major means of preserving food in China for centuries.

* rice gruel

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FOR YOU TO INVESTIGATE:

1. LAY MAP 5 (CROPS) OVER MAP 3 (RAINFALL). WHICH CROPS NEED THE MOST RAIN? THE LEAST RAIN? THE HIGHEST TEMPERATURES? THE LOWEST TEMPERATURES?

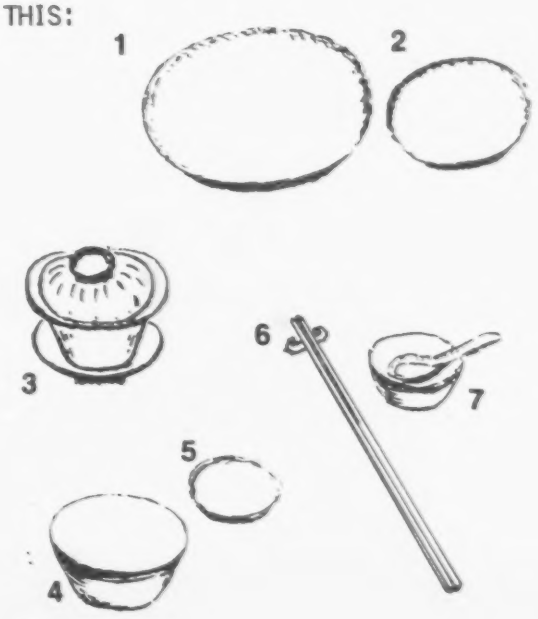
2. TAKE A TRIP TO A LOCAL STORE CARRYING ORIENTAL FOODS. MAKE A LIST OF THE FOODS THAT ARE DRIED (USUALLY FOUND IN PLASTIC BAGS) AND THOSE THAT ARE SALTED (THESE CAN BE FOUND TODAY IN CANS).

THERE ARE FOUR TECHNIQUES USED IN COOKING CHINESE FOOD: STIR-FRYING, DEEP-FRYING; STEAMING, AND SLOW COOKING. STIR-FRIED FOODS ARE COOKED QUICKLY IN A SMALL AMOUNT OF OIL OVER HIGH HEAT. FOOD COOKED THIS WAY MUST BE STIRRED CONSTANTLY SO THAT THE FOOD WON'T BURN AND ALL SIDES OF THE FOOD WILL COME IN CONTACT WITH THE HOT PAN. DEEP FRIED FOODS ARE COOKED THE WAY WE COOK FRENCH FRIES. STEAMED FOODS ARE PLACED ON A RACK OR PLATE OVER A PAN OF BOILING WATER AND COOKED BY THE RISING STEAM. SLOW COOKED FOODS ARE SIMMERED FOR A LONG TIME IN A SMALL AMOUNT OF FLAVORED SAUCE SIMILAR TO THE WAY WE COOK POT ROASTS. THIS TECHNIQUE USES LARGER PIECES OF FOOD AND IS MORE TYPICAL OF THE FOOD IN THE NORTH OF CHINA WHERE A SMALL FIRE IS MAINTAINED DURING THE WINTER MONTHS TO HEAT THE HOUSE. THE FIRE WHICH HEATS THE HOUSE ALSO COOKS THE FOOD.

CHINESE FOOD IS EATEN WITH CHOPSTICKS (KUÀI-ZI). NO KNIVES ARE PUT ON THE TABLE. THE FOOD IS CUT INTO BITE-SIZE PIECES BEFORE IT IS COOKED OR BEFORE IT IS SERVED. FOOD CUT INTO SMALL PIECES COOKS QUICKLY. THIS WAS APPEALING TO THE CHINESE WHO FOR CENTURIES HAVE HAD A LIMITED SUPPLY OF FUEL AVAILABLE.

A TYPICAL CHINESE TABLE SETTING LOOKS LIKE THIS:

1 SERVING PLATE
2 PLATE FOR BONES
3 TEACUP WITH COVER
4 RICE BOWL
5 SAUCE DISH
6 CHOPSTICKS AND HOLDER
7 SOUP BOWL AND SPOON



RICE AND SOUP ARE EATEN FROM INDIVIDUAL BOWLS WHILE THE OTHER FOODS ARE EATEN DIRECTLY FROM THE SERVING DISHES BY ALL DINERS.

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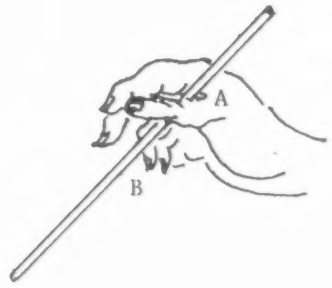
How to use Kuài-zi (chopsticks)

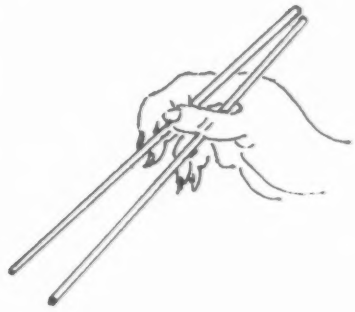
As a rule, the top end of Chinese chopsticks is square and the bottom end round. Use the round (smaller) ends to pick up food and carry it to your mouth.

The right place to put your fingers is roughly at the middle of the chopsticks.

First, rest the upper half of one chopstick where your thumb and index finger are joined (A), and rest the lower half on the end of your ring finger (B). This chopstick stays firm and does not move.



Next, use your thumb, index and middle fingers to hold the other chopstick. This one will move freely to pick up food.



The two bottom ends of the chopsticks must be even and not crossed. It is perfectly good manners to make them even by tapping the round ends on a plate or on your palm before trying to pick up food.

It takes practice, so do not be discouraged if you don't get it right away.

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BAO (STEAMED BUNS)

CHINESE KITCHENS DO NOT HAVE OVENS, SO THE CHINESE STEAM MANY KINDS OF FOOD WHICH WE WOULD BAKE. THIS RECIPE IS FOR A STEAMED BREAD WITH A MEAT FILLING. THE CHINESE SOMETIMES FILL THESE BUNS WITH A SWEET DATE FILLING. THESE BUNS ARE USUALLY EATEN AS SNACKS.

INGREDIENTS NEEDED: 2 LARGE TUBES REFRIGERATED BISCUIT DOUGH OR ENOUGH FOR 24 BISCUITS

FILLING:
- 1/2 LB (.25 KILOS) ROAST PORK (SEE RECIPE ON P.72)
- 1 SCALLION
- 1 CLOVE GARLIC
- 2 T (30 ML) OYSTER SAUCE
- 2 T (30 ML) CORN STARCH MIXED INTO 1 CUP (240 ML) WATER
- 1 T (15 ML) VEGETABLE OIL

METHOD:

1. MAKE ROAST PORK. THIS CAN BE DONE AHEAD AND REFRIGERATED OR FROZEN.
2. FINELY CHOP ROAST PORK. THIS IS EASIEST TO DO WHEN THE MEAT IS AT ROOM TEMPERATURE. SET ASIDE.
3. FINELY CHOP SCALLION AND SET IT ASIDE. FINELY CHOP THE GARLIC AND ADD IT TO THE SCALLION.
4. MEASURE OUT THE OYSTER SAUCE AND SET IT ASIDE.
5. MIX THE CORN STARCH IN THE WATER AND SET IT ASIDE.
6. HEAT A WOK OR LARGE SKILLET OVER HIGH HEAT. ADD THE VEGETABLE OIL AND HEAT.
7. ADD THE SCALLION AND GARLIC AND STIR-FRY BRIEFLY.

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8. ADD THE PORK AND STIR-FRY UNTIL THE MEAT IS COATED WITH OIL.

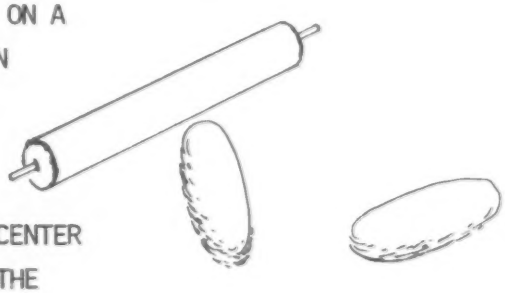
9. ADD THE OYSTER SAUCE AND CONTINUE TO STIR-FRY FOR 1 MINUTE.

10. MIX THE CORNSTARCH AND WATER MIXTURE TO RECOMBINE AND ADD ONE-HALF TO THE PAN AND COOK UNTIL THE MIXTURE THICKENS. YOU SHOULD HAVE A SMALL AMOUNT OF SAUCE. IF THE PORK MIXTURE IS TOO DRY, ADD MORE OF THE CORNSTARCH AND WATER MIXTURE, COOKING AFTER EACH ADDITION, UNTIL YOU DO HAVE A SAUCE.

11. REMOVE PORK MIXTURE FROM PAN AND LET COOL.

TO MAKE THE BUNS:

1. SEPARATE THE BISCUIT DOUGH INTO INDIVIDUAL BISCUITS. ROLL (OR STRETCH AND PAT) EACH BISCUIT INTO A 4-INCH CIRCLE ON A FLOURED BOARD, TURNING THE BISCUIT 1/4 TURN AFTER EACH ROLL TO HELP KEEP THE CIRCULAR SHAPE.



2. PLACE 2 T (30 ML) OF THE FILLING INTO THE CENTER OF EACH ROUND. WITH YOUR FINGERS, GATHER THE EDGES OF THE DOUGH UP AROUND THE FILLING IN LOOSE FOLDS, EDGES MEETING AT THE TOP. THEN TWIST THE TOP OF THE DOUGH FIRMLY CLOSED.

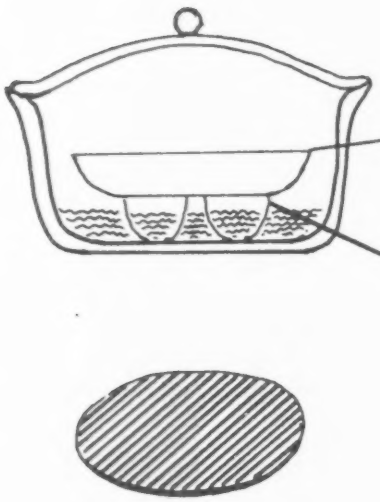
3. PLACE THE BUNS, TWISTED SIDE DOWN ON 2-INCH SQUARES OF WAX PAPER (OR ON A CABBAGE LEAF FOR "EDIBLE WAX PAPER"). ARRANGE THEM 2.5 CM APART IN THE STEAMER OR ON A COOKING RACK IF YOU HAVE PUT TOGETHER YOUR OWN STEAMER, AND PLACE IN THE STEAMER. BRING THE WATER IN THE STEAMER TO A BOIL, COVER THE PAN TIGHTLY AND STEAM 10 MINUTES. TRANSFER THE BUNS TO A PLATTER. IF YOU ARE DOING TWO BATCHES, RETURN THE FIRST BATCH TO THE STEAMER AFTER THE SECOND BATCH IS DONE, PILING THEM ON THE BUNS STILL ON THE RACK. REHEAT TOGETHER FOR 3 TO 4 MINUTES.

S

How to Make a Steamer

TIGHT FITTING LID

HERE IS A STEAMER
YOU CAN MAKE AT HOME.

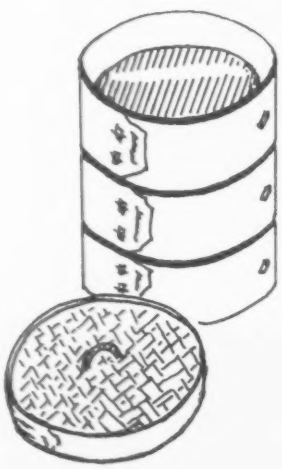


WATER

CAKE RACK: PUT BUNS TO BE STEAMED ON A CAKE RACK. DO NOT LET THEM TOUCH EACH OTHER OR THEY WILL STICK.

HEAT-PROOF DISHES (LIKE PYREX BAKING CUPS) OR METAL MEASURING CUPS

NOTE: THE CUPS HAVE WATER <u>IN</u> THEM TO PREVENT THEM FROM FLOATING IN THE SURROUNDING WATER.



HERE IS WHAT CHINESE
STEAMERS LOOK LIKE.
THEY ARE MADE OF BAMBOO,
AND CAN BE STACKED ON TOP
OF EACH OTHER. THAT WAY,
YOU CAN COOK SEVERAL THINGS
AT THE SAME TIME.

S

HONGSHAO ZHUROU (ROAST PORK)

INGREDIENTS: 1 LB (.5 KILO) PORK BUTT
¼ C (60 ML) SUGAR
½ C (120 ML) SOY SAUCE
1 GARLIC CLOVE, CRUSHED
2 T (30 ML) SHERRY

METHOD:

1. CUT PORK BUTT INTO 5 CM BY 5 CM BY 12.5 CM STRIPS.

2. MIX SUGAR, SOY SAUCE, GARLIC CLOVE AND SHERRY IN FLAT PAN. A SQUARE CAKE PAN WORKS WELL.

3. PLACE PORK STRIPS IN SOY SAUCE MIXTURE, COATING ALL SIDES. MARINATE FOR 2 HOURS.

4. PREHEAT OVEN TO 425°.

5. PLACE PORK STRIPS ON A RACK OVER A PAN CONTAINING 2.5 CM (1 INCH) OF WATER.

6. ROAST IN OVEN FOR 10 MINUTES. REDUCE OVEN TEMPERATURE TO 325° AND COOK PORK FOR AN ADDITIONAL 15 MINUTES TURNING THE MEAT OVER EVERY 5 MINUTES.

SERVE PORK WARM OR COLD WITH PLUM SAUCE OR HOT CHINESE MUSTARD.

S

FAN (RICE)

ALTHOUGH MANY GRAINS ARE GROWN AND EATEN IN CHINA, RICE IS PREFERRED AND WILL BE EATEN IF IT IS AVAILABLE. TO COOK RICE IN THE CHINESE STYLE YOU WILL NEED THE FOLLOWING INGREDIENTS:

1 CUP (240 ML) LONG-GRAIN RICE

2 C (480 ML) WATER

DASH OF SALT

METHOD:

1. IF YOU ARE USING IMPORTED RICE WHICH HAS BEEN DUSTED WITH TALC (THE LABEL WILL TELL YOU), PUT THE RICE IN A COLANDER AND WASH UNDER RUNNING WATER TO REMOVE THE TALC BEFORE COOKING.

2. PLACE THE RICE, WHICH HAS BEEN WASHED IF NECESSARY, IN A 1 QUART SAUCEPAN WHICH HAS A TIGHT-FITTING COVER.

3. ADD WATER AND SALT.

4. BRING WATER TO A BOIL OVER HIGH HEAT.

5. REDUCE HEAT TO LOW, COVER THE PAN AND COOK FOR 20 MINUTES.

6. REMOVE THE PAN FROM THE HEAT. <u>DO NOT REMOVE THE COVER</u>. LET THE RICE SIT, COVERED, FOR 10 MINUTES BEFORE EATING.

MAKES 3 CUPS OF COOKED RICE.

How to Grow Bean Sprouts

MATERIALS NEEDED:

114 grams[1] mung peas (yields over 454 grams)

large turkish towel

warm place (20 - 23°C)[2]

container to soak beans in

colander for draining beans

INSTRUCTIONS:

1. Wash dried green mung peas or black soybeans.

2. Soak seeds overnight (they will nearly double in size).

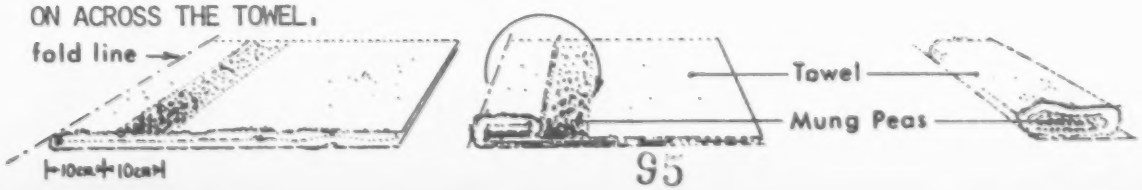
3. The next day rinse the seeds thoroughly until the water runs clear.

4. Wet and wring out a large turkish towel and fold it in half lengthwise.

5. Starting at one end of the folded towel, 10 cm from the end, spread a thin layer of soaked seeds 10 cm wide across the towel.

6. Fold the first 10 cm of the towel over the seeds.

7. Spread another thin layer of seeds over the next 10 cm of the towel and so on across the towel.



8. LEAVE FOLDED IN THIS MANNER ON A RACK OR COUNTER.

9. EACH DAY SPRINKLE LIGHTLY WITH ENOUGH FRESH WATER TO KEEP THE TOWEL DAMP.

10. IN FOUR TO SIX DAYS THE BEAN SPROUTS WILL MATURE (SOYBEANS NEED SIX TO EIGHT DAYS).

11. RINSE, DRAIN, AND USE YOUR BEAN SPROUTS OR THEY MAY BE REFRIGERATED IN A PLASTIC BAG AND KEPT FRESH FOR SEVERAL DAYS.

1 454 GRAMS = 1 POUND

2 68 - 75° F

THE ART WORK FOR "HOW TO GROW BEAN SPROUTS" WAS DONE BY LOUISE KRAUSS.

S

Fu Yong

This is a dish, similar to a western omelet, which is popular in southern China.

Ingredients: 4 eggs, well beaten
1/2 lb (.5 kilo) fresh bean sprouts
1/3 C (80 ml) thinly sliced green onion
1 small can tuna, drained and flaked (or use 1 cup flaked cooked crab meat, small shrimp or slivered, cooked poultry)
1/2 t (2.5 ml) salt
1/8 t (.65 ml) pepper
1/8 t (.65 ml) garlic powder
1/4 t (1.25 ml) grated ginger or to taste
vegetable oil.

Method:

1. Combine eggs, bean sprouts, onions, seafood or poultry, salt, pepper, garlic and ginger, mixing lightly.

2. Heat 2 T (30 ml) oil in a large frying pan. Using about 60 ml of the mixture for each, fry patties as you would pancakes, turning once. Cook until set and lightly browned. Remove to hot plate. Serve with Fu Yong sauce.

S

Fu Yong Sauce

Ingredients: 1 t (5 ml) cornstarch
1 t (5 ml) sugar
2 t (10 ml) soy sauce
1 T (15 ml) vinegar
½ c (120 ml) chicken broth

Method:

1. Combine cornstarch, sugar, soy sauce and vinegar in a saucepan.

2. Stir in chicken broth.

3. Cook over low heat until sauce has thickened.

S

CHA (TEA)

THE TWO THINGS WHICH WESTERNERS IMMEDIATELY THINK OF WHEN CHINESE FOOD IS MENTIONED ARE RICE AND TEA. (A RECIPE FOR RICE CAN BE FOUND ON P.73 .) AMERICANS USUALLY BUY THEIR TEA IN INDIVIDUAL TEA BAGS AND NO MATTER WHICH OF THE COMMON BRANDS OF TEA THAT YOU BUY, THE TEA IS USUALLY THE KIND CALLED "PEKOE". THE CHINESE, WHO WERE THE FIRST DISCOVERERS OF HOW TO MAKE TEA, DRINK MANY DIFFERENT-TASTING TEAS. ALL TEAS, EXCEPT THE TWO FLAVORED BY FLOWER PETALS, JASMINE AND CHRYSANTHEMUM, ARE MADE FROM LEAVES OF THE SAME PLANT. THE DIFFERENCE IN FLAVOR IS THE RESULT OF THE PROCESS USED ON THE LEAVES AFTER THEY ARE PICKED. THE CHINESE CLASSIFY THEIR TEAS INTO THREE MAJOR GROUPS -- RED (WHICH WE CALL BLACK), GREEN, AND OOLONG. TO MAKE RED TEA, THE FRESHLY-PICKED TEA LEAVES ARE DRIED IN THE SUN OR IN OVENS. THIS DRYING TURNS THEM A DEEP COPPER RED - THE REASON THE FINAL PRODUCT IS CALLED RED TEA BY THE CHINESE. THE LEAVES ARE THEN DRIED OVER CHARCOAL AND PACKAGED. GREEN TEA IS MADE BY STEAMING THE FRESH LEAVES AND THEN DRYING THEM OVER CHARCOAL. OOLONG IS MADE BY DRYING THE LEAVES, AS FOR RED TEA, BUT FOR ONLY HALF THE TIME. THESE HALF-DRIED LEAVES ARE THEN SMOKED OVER A FIRE TO GIVE THIS TEA A VERY DIFFERENT FLAVOR. THERE ARE DIFFERENT KINDS OF GREEN, RED AND OOLONG TEAS, EACH THE RESULT OF SLIGHT DIFFERENCES IN THE DRYING PROCESS. YOUR CLASS MIGHT WANT TO MAKE TWO OR THREE DIFFERENT TEAS TO TASTE THE DIFFERENCE.

TO BREW CHINESE TEA YOU WILL NEED:

A KETTLE OR PAN TO BOIL WATER
A TEAPOT
LOOSE TEA (NOT TEA BAGS)
TEACUPS
TEASPOON

S

INSTRUCTIONS:

1. FILL THE TEAPOT WITH WATER AND MEASURE THE AMOUNT THE POT HOLDS. PUT THE WATER, AS YOU MEASURE IT, INTO THE KETTLE.

2. PUT THE KETTLE UP TO BOIL.

3. FILL THE TEAPOT WITH HOT WATER AND LET IT SIT TO HEAT THE TEAPOT.

4. JUST BEFORE THE WATER BEGINS TO BOIL, EMPTY THE TEAPOT AND PUT IN ONE ROUNDED TEASPOON OF TEA LEAVES FOR EACH CUP OF WATER MEASURED.

5. POUR IN BOILING WATER. COVER AND LET STEEP 3 TO 5 MINUTES. SERVE.

THE CHINESE DRINK TEA WITHOUT ADDING ANYTHING TO IT. ALSO IT IS USUALLY SERVED BETWEEN MEALS ALTHOUGH, FOLLOWING THE WESTERN CUSTOM, SOME CHINESE ARE BEGINNING TO SERVE IT AT MEALTIME.

Chinese Inventions

Some Chinese Inventions

Goals

The students will recognize the many contributions that the Chinese have made to the world in the areas of science and technology.

The students will become aware that China is striving to become a technologically modern country.

The students will gain practice using a time line.

Evaluation

The students will be able to complete the activities using the time line.

Vocabulary

scientific	priorities	porcelain
technology	nuclear	suspension bridge
hydrogen	synthesize	atomic
satellite	orbit	insulin
missile		

Note: The information on recent Chinese accomplishments and goals is at about the 9th grade reading level. You might read this brief section to the children and discuss the information given with the whole class.

References

Bodde, Derk. China's Gifts to the West. American Council on Education, 19.

Needham, Joseph. Science and Civilisation in China. Cambridge, 1954.

Schools Program. Center for War/Peace Studies. April, 1972. "Some Chinese Inventions or Techniques Transmitted to the West."

S

Chinese Inventions

The Four Modernizations in agriculture, industry, defense, and science and technology were set by Zhou En Lai in 1975. These goals reflect the Chinese recognition that they lag behind in the areas of science and technology. However, the Chinese have made some progress in these areas already. They developed a nuclear reactor in 1958, an atomic bomb in 1964, a missile to deliver this bomb in 1966, the hydrogen bomb in 1967, and they put a satellite in orbit in 1970. Their major accomplishment in the area of biological science was to synthesize insulin in 1965.

Activities and Further Research

1. Make a poster of Chinese inventions.
2. Figure out how long it took the West to use each of the Chinese inventions.
3. Find out when and where the nuclear reactor, first satellite, atomic bomb, hydrogen bomb, were first invented.
4. Answer these true - false questions.

a. Chinese traditionally lack scientific ability.	T	F
b. Paper has its origins in China.	T	F
c. The Chinese invented movable type.	T	F
d. The Chinese invented the atomic bomb.	T	F
e. It took the West over 1,800 years to learn how to make silk after the Chinese had made this discovery.	T	F
f. The Chinese have never been technologically advanced.	T	F

Some Chinese Inventions

China			The West
SILK		1300 B.C.	
USE OF COAL		1100	
FOLDING UMBRELLA		300	
		———	
PAPER		100 A.D.	
		200	
TEA	(264)		
PORCELAIN	(264)		
HORSE COLLAR		300	
WHEELBARROW		500	
			SILK (552)
IRON CHAIN SUSPENSION BRIDGE		600	
CANAL LOCK GATES		700	
GUNPOWDER		800	
		900	HORSE COLLAR
		1000	
MOVABLE TYPE	(1041)		
COMPASS	(1041)		
		1100	
			PAPER (1150)
			COMPASS (1190)
		1200	USE OF COAL
			WHEELBARROW
		1300	GUNPOWDER
		1400	
			MOVABLE TYPE (1456)
		1500	
			KITE (1589)
		1600	FOLDING UMBRELLA
			CANAL LOCK GATES
			IRON SUSPENSION BRIDGE
		1700	PORCELAIN (1709)
			TEA (1750)

CRAFTS

T

Crafts

Goals

The students will become aware of the traditional and contemporary Chinese arts of paper cutting, needlework and woodblock print making.

The students will become aware of the modern art of collage enjoyed by children in the PRC today.

The students will have the opportunity to try these processes.

Evaluation

The students will be able to follow the directions and make a papercut, woodblock print, collage and practice needlework.

Vocabulary

embroidery	symmetrical
stencil	engrave
mythical	brayer

References:

Carter, Michael. Crafts of China. Doubleday & Co., Inc. N.Y. 1977.

Hawley, W.M. Chinese Folk Designs. Dover Publications, Inc. New York, 1971.

Menten, Theodore. Chinese Cut-Paper Designs. Dover Publications, Inc. New York, 1975.

Mailey, Jean. Embroidery of Imperial China. China Institute in America, N.Y., N.Y. 1978.

China Reconstructs, Vol. 22. Nov. 1973. pp. 40-42. "Soochow Embroidery Shows New Splendor" by Su Wen.

China Reconstructs, Vol. XXVI No. 10. Oct. 1977. pp. 23-27. "The Revolutionary Woodcut" by Ho Jung.

S

WOODCUTS

IN HAN TIMES (206 B.C.-220 A.D.) IT WAS THE CUSTOM TO ENGRAVE IMPORTANT TEXTS AND PICTURES IN BLOCKS OF STONE. ABOUT THE 9TH CENTURY A.D. THE CHINESE BEGAN CARVING IN WOODBLOCKS, AS THIS WAS EASIER AND CHEAPER THAN THE FORMER TECHNIQUE. THE FIGURES STOOD OUT FROM THE BACKGROUND AND WERE PRINTED WITH BLACK INK ON WHITE PAPER. COLOR WAS THEN ADDED BY HAND PAINTING.

TODAY YOU CAN FIND CHILDREN AT THE SHANGHAI CHILDREN'S PALACE INVOLVED IN THIS PROCESS. THE THEME FOR THEIR WOODCUTS IS PEOPLE AT WORK.

REFERENCE: SPEISER, WERNER. THE ART OF CHINA. GREYSTONE PRESS, NEW YORK, 1960.

MATERIALS NEEDED: POLYPRINT PLATE* (SHEET OF POLYSTYRENE FOAM WITH SELF-ADHESIVE BACK).
SCISSORS
SHARP PENCIL
NEWSPRINT PAPER
BRAYER
CARDBOARD
BLOCK PRINTING INK (WATER SOLUBLE)
PAINT (SEVERAL COLORS)

INSTRUCTIONS:

1. DRAW YOUR DESIGN ON THE FOAM PLATE OR TRACE AROUND A PAPER CUT. IT SHOULD TAKE UP AT LEAST HALF THE PLATE. TRY THE THEME OF PEOPLE AT WORK. KEEP THE DESIGN SIMPLE.
2. CUT OUT YOUR DESIGN.
3. PEEL OFF THE BACKING FROM YOUR DESIGN.
4. PRESS YOUR DESIGN ONTO A PIECE OF CARDBOARD.
5. DETAIL CAN BE ADDED WITH A SHARP PENCIL.
6. WITH A BRAYER AND INK - INK YOUR DESIGN.
7. PLACE A PIECE OF NEWSPRINT ON TOP OF YOUR DESIGN.
8. PRESS ON TOP OF THE PAPER WITH A DRY BRAYER OR YOUR HANDS.
9. CAREFULLY LIFT THE PAPER FROM THE BLOCK.
10. ALLOW PRINT TO DRY.
11. ADD COLOR WITH PAINT.

T

*This was the most successful material used. When using lineoleum blocks, the children had difficulty using the lino cutters for details. We cut each polyprint sheet in half. One box was enough for a class.

S

Panda or Minority Collage

Materials Needed: STYROFOAM MEAT TRAYS
MATERIALS SCRAPS
GLUE
SCISSORS
5"x7" INDEX CARD OR LIGHT WEIGHT CARDBOARD TO MOUNT COLLAGE ON NAME CHOP (SEE P.96)

The children of the Shanghai Children's Palace enjoy making collage pictures, especially of minority people and of pandas. Teachers often make the patterns for the students to cut out and paste or the students can draw their picture freehand. Patterns are found on the following pages.

Instructions:

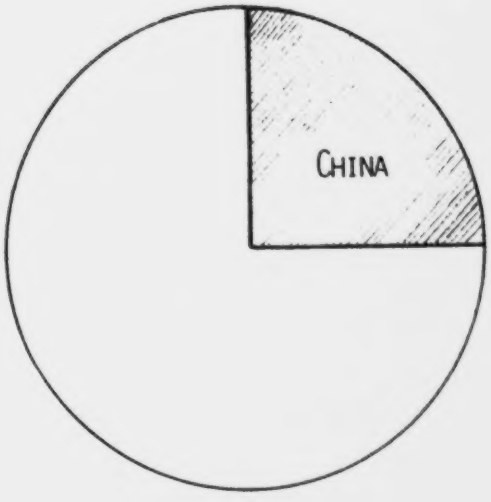
1. Draw or trace your picture on the styrofoam meat tray.
2. Cut out the form you've drawn.
3. Draw and cut out eyes, ears, hair or fur from material scraps.
4. Paste these onto your form.
5. Paste the form onto the cardboard.
6. Sign your picture with your name chop.

S

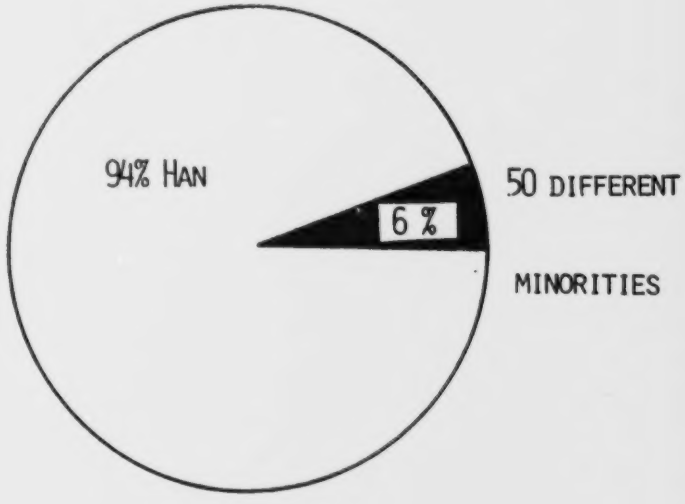
Minorities

Almost one fourth of the world's population lives in China. 94% of these are Han Chinese, the name the Chinese use for themselves. The remaining 6% of China's population is made up of over 50 different minority groups. Minority peoples continue to wear their native costumes and develop their culture in music, songs and dances. If a particular minority group did not have a written language before 1949, a written language has been devised. This will help to preserve the minorities' languages. The written language is based on the Chinese system of Romanization (pinyin) of their spoken language.

World's Population



China's Minorities

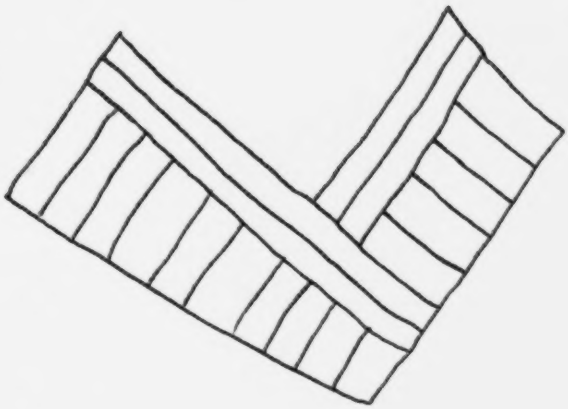


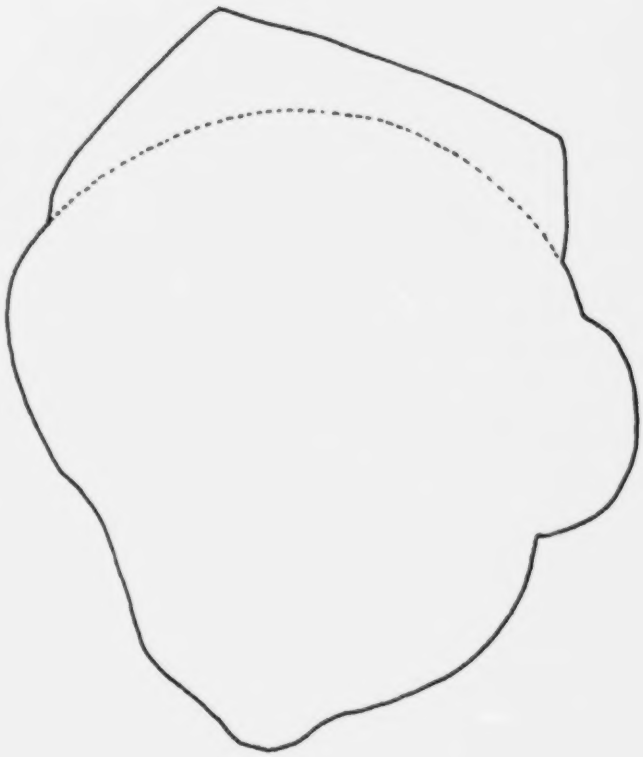
The People's Republic of China is organized into 29 units - 21 provinces, 5 autonomous regions and 3 municipalities. Many minority people live in the autonomous regions such as Mongolia and Tibet. Many Han people have also moved into these areas to open up new farm lands. In this way many minority people are gradually taking on the Han language and culture.

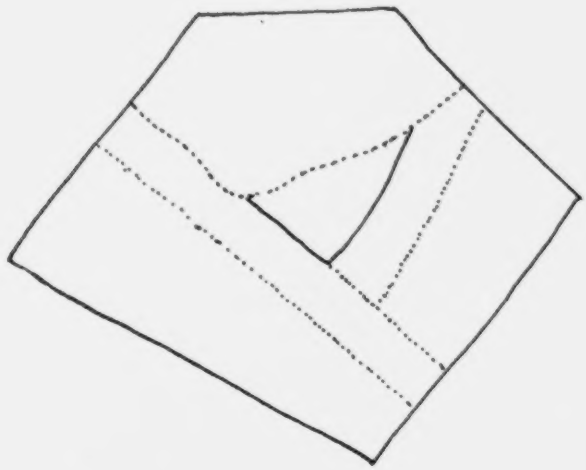
MINORITY PEOPLES ARE PROUD OF THEIR CULTURE AND TRY TO PRESERVE IT EVEN AS THEY LEARN NEW WAYS OF DOING THINGS.

Teacher Reference:

Dreyer, June Teufel. China's Forty Million. Harvard University Press, Cambridge, MA, 1976.







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Giant Pandas

Giant Pandas live in the Sichuan province of western China near the Tibetan autonomous region. This area is snowy and mountainous with many rivers and dense bamboo forests. The bamboo shoots, stems and leaves are the pandas' steady diet. A panda spends 10-12 hours every day feeding and consumes about 20 pounds of food per day. A grown panda (five years old) can be six feet in length with a five-inch stubby tail. Their furry coats are off-white and black.*

Pandas are not really part of the bear family, even though they walk, sit and stand like a bear. In fact, they have more in common with raccoons than bears. The scientific way of grouping or classifying animals is called taxonomy. This classification system looks at the structure of the animal's body and their living habits and groups animals with similar characteristics.

In 1972 the people of the People's Republic of China gave a pair of pandas to the people of the United States. These pandas live at the Washington zoo.

For you to investigate:

Find some books at the library about pandas. Two excellent ones are:

<u>A Book About Pandas</u> by Ruth Gross, published by Scholastic Book Services: New York, 1972.

<u>The Giant Panda</u> by Lynn Martin, published by Young Scott Books, 1972.

1. Check these references and tell why pandas and raccoons are classified in the same family.

2. Describe a lesser panda.

3. Take map 1 -- trace or copy it and place a panda in the province where it lives.

S

4. WHY DO YOU THINK THAT THE GIANT PANDA'S BLACK AND WHITE PATTERN IS IMPORTANT?

5. FIND OUT WHY THE CHINESE GAVE XING-XING AND LING-LING TO THE PEOPLE OF THE U.S. IN 1972. (CLUE: READ THE ARTICLE IN THE NATIONAL GEOGRAPHIC STARRED BELOW.)

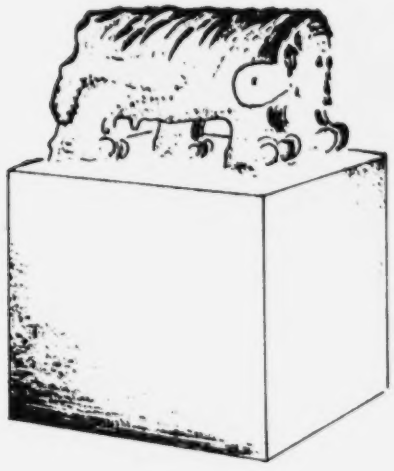
*THE NATIONAL GEOGRAPHIC, DEC., 1972. "WHAT'S BLACK AND WHITE AND LOVED ALL OVER?" IS AN ARTICLE ON THE GIANT PANDA WITH BEAUTIFUL PICTURES.

Chinese Name Chops

The Chinese name chop--or seal--is the traditional way of signing your name in China. A person's seal stands for his identification and is a pledge of his good faith and loyalty. The signature in writing which we use in the West has little importance in China. Even today in China most documents are still chopped in order to make them legal.

Chop handles are made from many substances --- gold, silver, copper, jade, ivory, bamboo, rubber, and plastic. Characters are carved into the bottom of the chop. The chop is then pressed into red ink-paste and applied to the surface of the document or painting.

A good chopmaker must be a calligrapher, engraver, and artist. The small space on the chop makes the chopmaker simplify the Chinese characters. He must also combine the shape of the characters --- usually three are in a name --- into a nice design. Animal designs were sometimes used for special birth-year chops.



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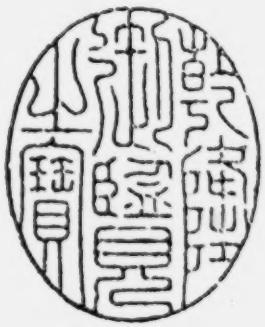
Sullivan, Linda F. "Chinese Arts". The Asia Society Education Program, 112 E. 64th Street, New York, New York 10021, p. 7-11.

MOST CHINESE PAINTINGS HAVE A NUMBER OF CHOPS IMPRESSED ON THEM. THESE SEALS USUALLY BELONG TO THE PEOPLE WHO HAVE OWNED THE PAINTING THROUGH THE CENTURIES. BY IDENTIFYING SEALS, THE ART HISTORIAN IS SOMETIMES ABLE TO FIND OUT WHEN A PAINTING WAS DONE.

BY LOOKING AT THE SEALS AND KNOWING WHEN VARIOUS COLLECTORS AND STATESMEN LIVED WE CAN TELL THAT THE PAINTING WAS DONE NO EARLIER THAN THE EARLIEST SEAL ON THE PAINTING. OF COURSE, IT MAY HAVE BEEN PAINTED SEVERAL YEARS BEFORE THE EARLIEST COLLECTOR'S SEAL. IT IS ALWAYS EASIER TO DATE A PAINTING IF THE ARTIST REMEMBERED TO PUT HIS SEAL ON IT --- AND THE SEAL CAN BE AUTHENTICATED.

SOME CHINESE PAINTINGS ARE SO COVERED WITH CHOPS THAT YOU CAN BARELY SEE THE PAINTINGS. MOST COLLECTORS WERE MORE RESPECTFUL OF THE WORK OF ART AND PLACED THEIR SEALS ON THE BORDERS. IN CHINA, CHOPS AND SEALS DENOTED SOCIAL RANK. THE EMPEROR HAD A LARGE SEAL WHICH WAS PLACED AT THE TOP OF PAINTINGS WHILE MINOR COLLECTORS HAD SMALLER SEALS AND PUT THEM NEAR THE BOTTOM OR ON THE SIDES.



THIS CHOP BELONGED TO THE EMPEROR QIAN LONG WHO RULED FROM 1736 TO 1795. QIAN LONG WAS A CELEBRATED COLLECTOR OF CHINESE PAINTINGS AND EACH PAINTING WHICH HE OWNED BEARS ONE OR MORE OF HIS CHOPS. LIKE MANY OTHER EMPERORS, QIAN LONG HAD CATALOGUES OF THE WORKS IN HIS COLLECTION. TODAY ART HISTORIANS CAN READ THESE CATALOGUES AND DISCOVER OTHER PAINTINGS WHICH HAVE BEEN DESTROYED OR LOST SINCE THE REIGN OF QIAN LONG.

THE CHINESE ARTIST OWNED MANY SEALS AND OFTEN USED THEM TO SIGN HIS WORK.

DO WESTERN ARTISTS HAVE ANY SPECIAL WAYS TO SIGN THEIR NAMES TO THEIR PAINTINGS?

FANG LIN

THIS SEAL USES THE ARTIST'S MAIDEN NAME. IN CHINESE THE FAMILY NAME, FANG, IS WRITTEN FIRST FOLLOWED BY THE GIVEN NAME, LIN.

THIS CHARACTER "ZHANG" IN THIS SEAL IS THE SURNAME OF THE ARTIST'S HUSBAND.

ZHANG

QIU-YUAN

THIS THIRD CHOP IS THE NAME OF THE ARTIST'S STUDIO WHERE SHE PAINTS. THE CHARACTERS ARE "QIU-YUAN" OR "AUTUMN GARDEN".

S

IN THE SPACES BELOW YOU CAN DRAW YOUR OWN CHOP AND HANDLE. . .

TRY USING THE LETTERS IN YOUR FIRST NAME, YOUR INITIALS, OR A SPECIAL DESIGN OF YOUR OWN.

DRAW A CHOP HANDLE. TRY USING AN ANIMAL THAT YOU THINK REPRESENTS YOUR PERSONALITY. MAKE IT ANY SHAPE YOU WANT.

ON THE NEXT PAGE THERE ARE INSTRUCTIONS TO HELP YOU MAKE YOUR OWN CHOP.

Making A Chinese Name Chop

The Chinese way of signing your name.

Materials:

- art gum eraser
- pencil
- sharp knife, razor blade, or linoleum cutter (speedball)
- mirror
- brush and red poster paint OR red ink pad
- paper

What To Do:

1. Make a simple design or write your name or initials on a piece of paper to use for your chop mark. Make a narrow border around the four sides.

   If your drawing is letters, use the mirror and draw them in reverse. A "B" would be written "ꓭ".

2. When you are ready, hold the art gum eraser vertically on the table.

3. With your pencil draw your simple design on the end of the eraser.

Examples:

4. With a sharp knife, razor blade or linoleum cutter, cut into the eraser about 1/8".

   Your design will be recessed.

5. Take your paint brush and apply the red poster paint to the background surface of your chop.

   OR stamp your chop in an ink pad.

6. Practice a few times on scrap paper. Then press firmly against the surface of your painting or letter.

7. You can repeat the whole process on the other sides of the eraser.

S

Paper Cutting

Paper was invented by the Chinese 2,000 years ago. The art of paper cutting dates back to the Tang dynasty (618-906 A.D.). Paper cuts were used as decorations for gifts and especially on holidays. In Old China, houses in the north had windows made of thin paper coated with tung oil to make them transparent. Red paper cutouts were pasted on the windows to add color to the home.

Paper cuts were once used as stencils for pottery and as guides for wood carvers. Paper cutting was also one step in the process of embroidery. The pattern could be cut freehand with scissors; this is called hua yang. Sometimes several simple patterns were cut at once; however the more complicated designs were cut one at a time. Knives, gouges, punches and needles were used for these designs. The cutout was then pasted onto the material (silk in Old China) and embroidered over. Traditional subjects were flowers, mythical and real animals, characters which meant "good luck" or "happiness" or scenes from a folk tale. Modern motifs include subjects of social significance--minority people, health care and education as well as the more traditional themes. The process has remained the same throughout the centuries and people in China today continue to enjoy colorful papercuts.

References: Carter, Michael. Crafts of China. Doubleday and Co., Inc. N.Y. 1977.

Hawley, W. M. Chinese Folk Designs. Dover Publications, Inc. N.Y. 1971.

Menten, Theodore. Chinese Cut-Paper Designs. Dover Publications, Inc. N.Y. 1975.

Note: There are two ways to cut your design--one is to cut with the paper folded in half; this will give you a symmetrical pattern. Two examples of designs cut using this method are found on P.100. The other method is to draw a rough sketch of the figure on the back of the paper and to then cut it out without any folding. An example of this is seen on P.101.

IMPORTANT Every design must be cut in one unbroken, continuous piece.

S

INSTRUCTIONS:

1. LOOK AT THE REFERENCE BOOKS MENTIONED TO GET IDEAS FOR A THEME.
2. DECIDE WHICH METHOD YOU WILL USE (THE PAPER FOLDED OR UNFOLDED).
3. DRAW A SIMPLE DESIGN ON THE BACK OF YOUR PAPER.
4. CUT OUT YOUR DESIGN.

OPTIONS:

PASTE DIFFERENT COLORED TISSUE BEHIND THE OPEN PARTS OF YOUR DESIGN. FOR EXAMPLE, IF YOU HAD A CAT YOU MIGHT PUT GREEN TISSUE BEHIND THE EYE OPENINGS.

USE THIS DESIGN AS AN EMBROIDERY PATTERN. SEE P.103 FOR EMBROIDERY INSTRUCTIONS.

USE YOUR PAPER CUT AS A GUIDE FOR A WOODBLOCK PRINT. SEE P.84 .

DISPLAY YOUR CLASS'S DESIGNS ON THE WINDOWS OF YOUR SCHOOL ROOM.

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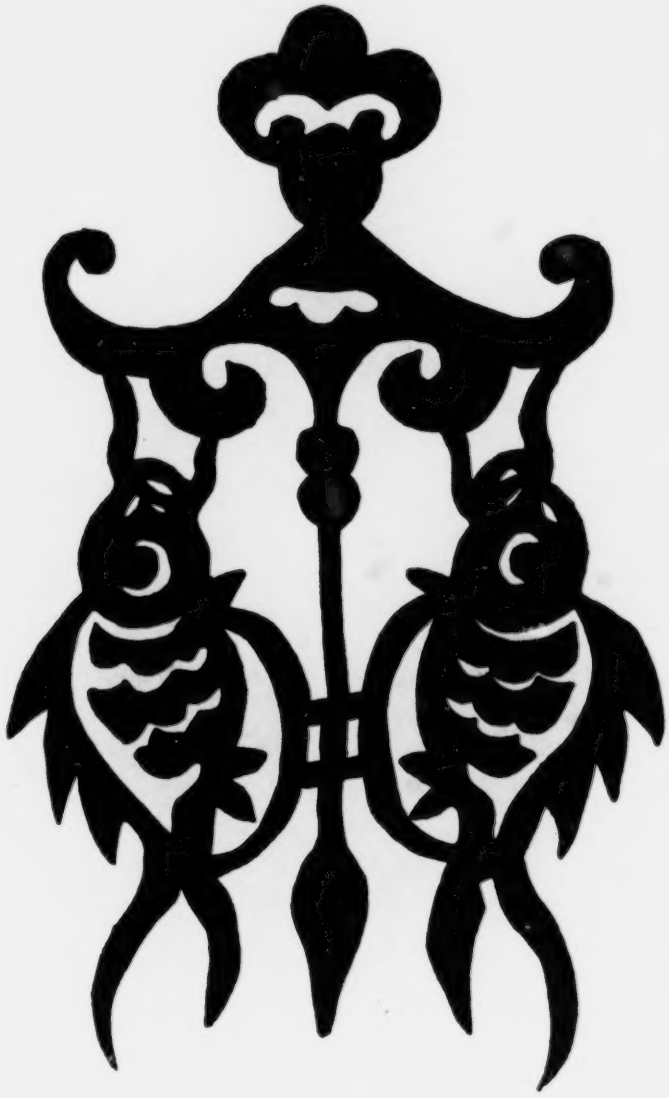
PAPERCUTS - TRADITIONAL MOTIFS

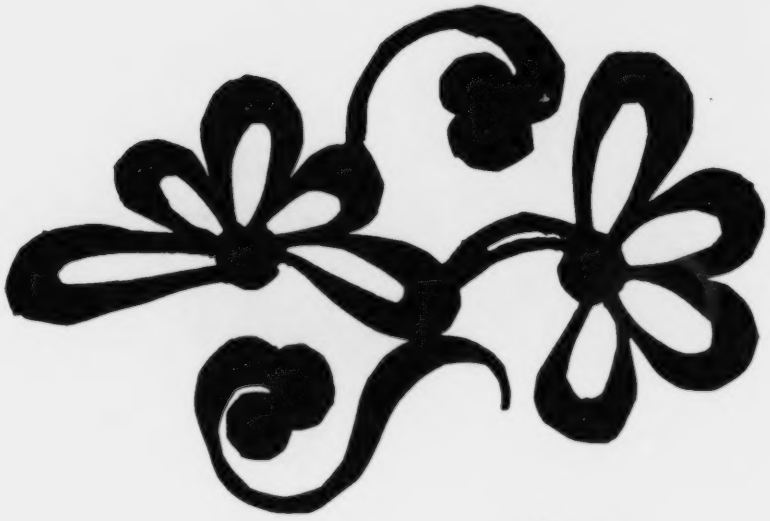


A PAIR OF FISH: SYMBOL OF CONJUGAL FELICITY (HAPPINESS IN MARRIAGE).

THIS DESIGN WAS ALSO USED AS AN EMBROIDERY PATTERN. IT IS AN EXAMPLE OF A DESIGN CUT BY FOLDING THE PAPER IN HALF LENGTHWISE.

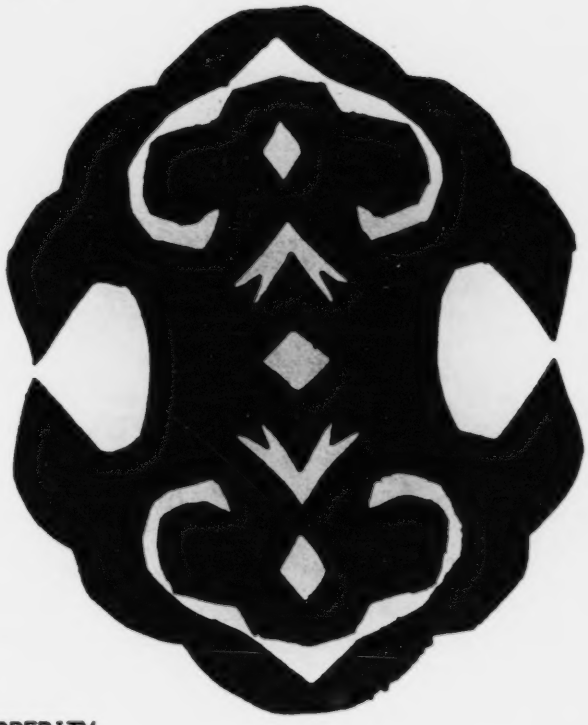
CHINESE FOLK DESIGNS. W. M. HAWLEY. DOVER PUBLICATIONS, INC. NEW YORK, 1971.

Papercuts - Traditional Motifs



Flower

This papercut was used as an embroidery pattern.



Scepter
Contentment, Prosperity

This papercut was used as an embroidery pattern. It is an example of a design cut by folding paper in half top to bottom.

Chinese Folk Designs. W. M. Hawley. Dover Publications, Inc. New York, 1971.

CONTEMPORARY PAPERCUT MOTIFS

PEOPLE'S REPUBLIC OF CHINA

EDUCATION

MINORITIES

HEALTH CARE

S

Embroidery

Embroidery is the covering of a background fabric with needlework. This craft has a long history in China. Fragments of embroidered textiles have been found from as early as the Shang dynasty (1558-1051 B.C.). In Old China (before 1949) wealthy women would embroider in their garden courtyards to pass the time. Proficiency in needlework was among the accomplishments admired in a young woman. Sheets, blankets, bed curtains, wall hangings, clothes, slippers as well as accessories such as mirror and fan cases were skillfully decorated or "painted with a needle".

During the Ming and Qing dynasties the rank of an official was shown by an embroidered badge worn on the official's chest and back of his dragon coat worn for ceremonies. Each civil rank had its prescribed bird; the military used different animals for each rank.

Today Chinese people enjoy embroidered pillow cases (even found on trains), blankets, table cloths and pictures. The Chinese use the same stitches as the West but their skill in using these stitches and their choice of colors have created a highly original form of embroidery. In embroidery workshops traditional motifs such as birds, flowers, cats, goldfish and landscapes are designed as well as revolutionary themes such as the Red Flag Canal and the Yangtze River Bridge. At the Suzhou Embroidery Research Institute the number of stitches has grown from the traditional 15 to 40 and the shades of color number 1,000. The art of embroidery is alive and appreciated today in the People's Republic of China.

References: Carter, Michael. Crafts of China. Doubleday & Co., Inc. Garden City, N. Y. 1977.

Mailey, Jean. Embroidery of Imperial China. China Institute in America, New York, New York. 1978.

China Reconstructs. November 1973, p. 40-42. Vol. 22. "Soochow Embroidery Shows New Splendor" by Su Wen.

New York Metropolitan Museum of Art. Chinese Textiles. 1931.

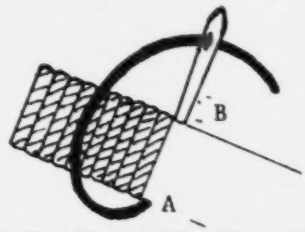
EMBROIDERY

MATERIALS NEEDED: PAPER CUT
NEEDLE
EMBROIDERY THREAD
MATERIAL (A TIGHT WOVEN FABRIC IS BEST)

INSTRUCTIONS:

1. GLUE THE PAPER CUT ONTO THE MATERIAL.
2. THREAD THE NEEDLE AND BEGIN THE SATIN STITCH (TAO ZHEN) OVER YOUR PAPER CUT.

SATIN STITCH - TAO ZHEN



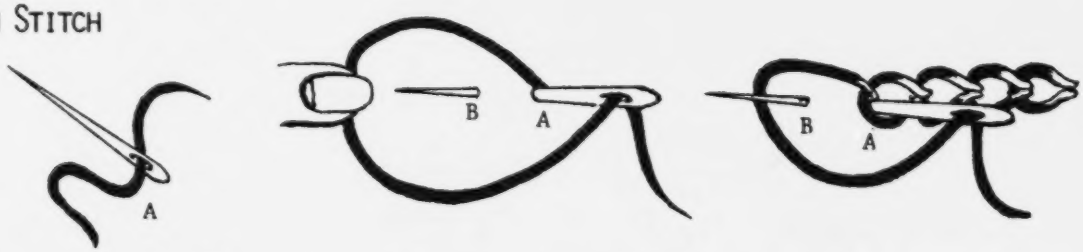
COME UP AT A, GO DOWN AT B, COVERING SHAPE WITH STITCHES PLACED NEATLY SIDE BY SIDE.

3. USE EITHER THE CROSS STITCH OR THE CHAIN STITCH TO MAKE A BORDER AROUND YOUR DESIGN.

CROSS STITCH

1) WORKING FROM RIGHT TO LEFT, COME UP AT A, GO DOWN AT B, UP AT C, DIRECTLY BELOW B. 2) RETURN, WORKING FROM LEFT TO RIGHT INTO EXACTLY THE SAME HOLES. ALWAYS KEEP NEEDLE VERTICAL.

CHAIN STITCH



1) COME UP AT A. 2) FORM A LOOP; HOLD IT FLAT AND RETURN NEEDLE TO THE SAME HOLE AT A. COME UP INSIDE LOOP AT B AND DRAW FLAT. 3) CONTINUE, ALWAYS INSERTING NEEDLE WHERE THREAD EMERGES INSIDE LOOP, AT A.

T

KITES

Goals: To recognize that kites originated in China over 2,000 years ago.
To practice measuring using linear metric units.
Note: The teacher can develop many math and science concepts using kites as a vehicle. For example: symmetry, time, area, perimeter, windspeed and direction, altitude, string force and weight.

Evaluation: Upon completion of this activity the child should have constructed and flown a kite.

Vocabulary:

originated	sheaf	aperture
calamity	symbolize	vibrate
bountiful	sow	

Teacher references: Hart, Clive. Kites: An Historical Survey
Praeger Publishers. N.Y., 1967.
Needham, Joseph. Science and Civilisation in China.
Vol. 4 Part 2. Cambridge, 1965.

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SAFETY

1. FLY KITES AWAY FROM POWER LINES AND TREES.
2. WITH BIGGER KITES AND IN HIGHER WINDS, WEAR GLOVES.
3. KEEP BOTH HANDS ON THE STRING WHEN FLYING KITES.

KITES SHOULD NOT BE FLOWN WHEN THERE IS NOT ENOUGH WIND OR WHEN THERE IS TOO MUCH WIND.

TO BRING YOUR KITE DOWN, PLACE THE STRING UNDER YOUR ARM AND WALK TOWARDS THE KITE.

STUDENT REFERENCES: JUE, DAVID. CHINESE KITES HOW TO MAKE AND FLY THEM.
CHARLES E. TUTTLE CO. PUBLISHERS, RUTLAND VT, 1967.
YOKEN, JANE. WORLD ON A STRING - THE STORY OF KITES.
THE WORLD PUBLISHING CO., NEW YORK, 1968.

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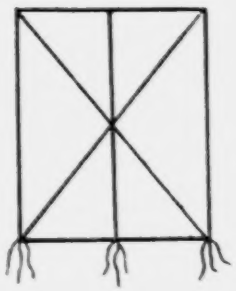
KITES

KITES ORIGINATED IN CHINA OVER 2,000 YEARS AGO; THE IDEA SPREAD TO KOREA, JAPAN AND INDIA LONG BEFORE COMING TO THE WEST. WOOD OR BAMBOO AND SILK WERE THE MATERIALS USED IN THESE EARLY KITES. LATER, PAPER WAS USED AS THE KITE COVERING. THE FIRST KITE SHAPE WAS PROBABLY RECTANGULAR.*

KITES WERE ORIGINALLY USED FOR MILITARY PURPOSES. THERE IS A LEGEND ABOUT A GENERAL, HAN XIN, WHO USED A KITE TO CAPTURE A WALLED PALACE. HAN XIN USED A KITE TO JUDGE THE DISTANCE BETWEEN HIS TROOPS AND THE PALACE WALL. HIS TROOPS THEN DUG A TUNNEL AND THE ARMY ENTERED AND CAPTURED THE PALACE.



KITES WERE ALSO USED FOR SIGNALS, SIGNS AND MESSAGES. LATER THEY WERE USED FOR FISHING AND SPORT. ONE POPULAR SPORT WAS KITE FIGHTING. FIGHTER KITES HAD THEIR STRINGS COVERED WITH GLUE AND THEN BROKEN GLASS OR SAND TO MAKE THEM ABRASIVE. THE OBJECT WAS TO CUT YOUR OPPONENTS STRING.

IN THE 14TH CENTURY CHINESE PEOPLE OFTEN MADE MUSICAL KITES BY ATTACHING WHISTLES OR METAL STRINGS STRETCHED ACROSS AN APERTURE THAT WOULD VIBRATE IN THE WIND.

MARCO POLO WROTE ABOUT KITES CONSTRUCTED BY THE CHINESE THAT WERE LARGE ENOUGH TO CARRY A MAN ALOFT! TODAY THERE ARE MANY SIZES AND SHAPES OF KITES - BIRDS, HUMAN FIGURES, DRAGONS AND INSECTS ARE A FEW OF THE HUNDREDS OF KITE SHAPES.

IN OLD CHINA (BEFORE 1949) THERE WERE SEVERAL FESTIVALS THAT INVOLVED KITES. CHONG YANG OR "THE FESTIVAL OF ASCENDING ON HIGH" IS ONE IN WHICH ALL KINDS OF KITES WERE FLOWN ON THE NINTH DAY OF THE NINTH MOON. ACCORDING TO TRADITION A MAN WAS WARNED THAT ON THE NINTH DAY OF THE NINTH MOON A GREAT CALAMITY WOULD BEFALL HIS HOUSE. SO THE MAN TOOK HIS FAMILY TO THE HILLS FOR THE DAY AND THEY FLEW KITES TO PASS THE TIME. UPON RETURNING THEY

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DISCOVERED THAT ALL THEIR ANIMALS WERE KILLED AND THE HOUSE WAS IN GREAT DISARRAY. EACH YEAR AFTER THAT ON THE NINTH DAY OF THE NINTH MOON THE MAN AND HIS FAMILY WENT TO THE HILLS TO THANK THE GODS AND TO FLY KITES. SOON THIS BECAME A TRADITION FOLLOWED BY MANY PEOPLE IN CHINA.

"DRIVING AWAY THE DEVIL" WAS A KITE CEREMONY CELEBRATED IN OLD CHINA ON A BOY'S SEVENTH BIRTHDAY. THE BOY'S PARENTS MADE A STRAW KITE THAT WAS TO CARRY AWAY ANY EVIL THAT MIGHT SURROUND THEIR SON. WHEN THE FATHER FLEW THE KITE TO ITS HIGHEST POINT HE CUT THE STRING AND THE KITE SAILED OFF TAKING THE EVIL WITH IT.

A "RICE KITE" WAS FLOWN WHEN A FARMER'S SON CAME OF AGE. A SHEAF OF RICE DANGLED FROM EACH SIDE OF THE KITE AND ONE FROM THE TAIL; AS THE WIND SHOOK THE GRAINS LOOSE THEY FELL TO THE GROUND SYMBOLIZING SOWING. IF THE YOUNG MAN KEPT THE KITE FLYING UNTIL THE LAST GRAIN WAS DROPPED IT WAS A SIGN THAT HE WOULD HAVE BOUNTIFUL CROPS FOR THE REST OF HIS LIFE.

THESE FESTIVALS AND CEREMONIES ARE NO LONGER PRACTICED IN THE PEOPLE'S REPUBLIC OF CHINA.

*KITES: AN HISTORICAL SURVEY, CLIVE HART. PRAEGER PUBLISHERS, N.Y. 1967.

STAR KITE

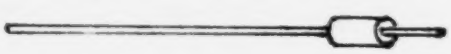
MATERIALS

8 3CM DOWELS 55 CM LONG
1 3CM DOWEL 91 CM LONG
NAIL
BALL OF KITE STRING
HEAVY CORD (3 - 4 METERS LONG)
SCISSORS
METER STICK
GLUE
LARGE WHITE GARBAGE BAG
PERMANENT MARKERS
RAGS (FOR TAIL)
(1/4" DIAMETER) .6CM PLASTIC STRAWS

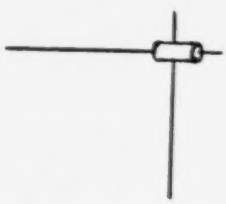
INSTRUCTIONS

1. CUT THE STRAWS INTO 4 CM LENGTHS. YOU WILL NEED EIGHT OF THESE 4 CM SECTIONS. CAREFULLY, USING THE NAIL, POKE A HOLE THROUGH THE CENTER OF EACH STRAW SECTION.

2. TAKE TWO 55 CM DOWELS. PUT ONE OF THE DOWEL'S ENDS THROUGH THE STRAW.



PUT A DAB OF GLUE ON THE END OF THE OTHER DOWEL AND PUSH IT THROUGH THE STRAW'S HOLE YOU MADE WITH THE NAIL.



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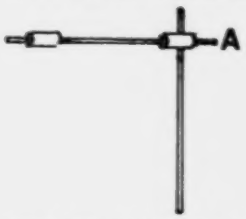
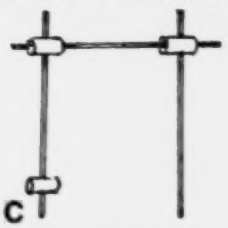
3. TAKE ANOTHER 4 CM STRAW LENGTH WITH A NAIL HOLE IN IT. PUT IT ON THE OTHER END OF DOWEL A.

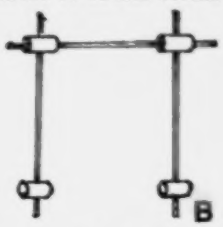


4. TAKE A THIRD 55 CM DOWEL. PUT A DAB OF GLUE ON IT AND PUSH IT THROUGH THE STRAW'S NAIL HOLE.

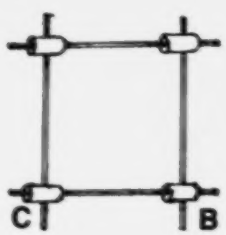
5. TAKE ANOTHER 4 CM STRAW LENGTH WITH A NAIL HOLE IN IT. PUSH DOWEL C'S END THROUGH THE NAIL HOLE.



6. TAKE ANOTHER 4 CM STRAW LENGTH WITH A NAIL HOLE IN IT. PUSH THE END OF DOWEL B THROUGH THE NAIL HOLE.



7. TAKE A FOURTH DOWEL AND PUT A DAB OF GLUE NEAR EACH END AND PUSH IT THROUGH THE STRAWS ATTACHED TO DOWELS C AND B.



8. REPEAT STEPS 2-7 TO MAKE ANOTHER SQUARE.

9. PLACE ONE SQUARE ON TOP OF THE OTHER.

*STRING CAN BE USED TO JOIN THE DOWELS BUT WE FOUND THAT THE STRAW JOINTS ARE EASIER FOR CHILDREN TO MANIPULATE. THANKS TO MARLENE PETERS FOR HER IDEA OF USING STRAWS AS JOINTS!

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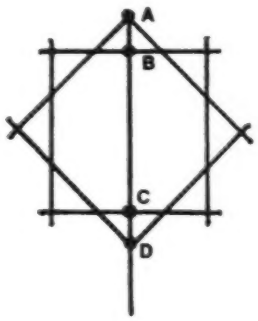
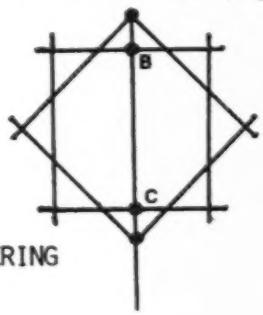
10. BEND THE TOP SQUARE AND TUCK THE UPPER AND LOWER CORNERS BENEATH THE UPPER AND LOWER SIDES OF THE OTHER SQUARE.
11. ADJUST THE POINTS SO THAT ALL THE TRIANGLES AROUND THE OUTER ENDS ARE OF EQUAL SIZE.
12. TIE ALL THE JOINTS.
13. PUT A PLASTIC GARBAGE BAG (OPEN) ON THE FLOOR. LAY THE KITE FRAME ON THE PLASTIC.
14. TRACE AROUND THE SHAPE LEAVING A 2.5 CM BORDER OR EDGE.
15. ATTACH THE CENTER POLE (91 CM DOWEL) TYING IT TO FRAME AT POINTS A, B, C, D.
16. CHECK FOR BALANCE.
17. GLUE ALL JOINTS.
18. WHILE GLUE IS DRYING, CUT OUT THE COVERING AND DECORATE IT WITH MARKERS.



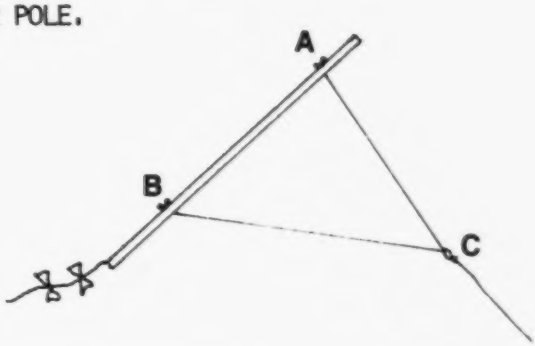
19. WHEN GLUE IS DRY PLACE THE KITE FRAME ON THE PLASTIC COVERING AND TAPE THE COVERING TO ITSELF AFTER PULLING COVERING OVER FRAME.
20. CAREFULLY POKE A HOLE AT POINT **B** AND POINT **C**.



21. PUSH THE END OF THE KITE STRING THROUGH POINT A OF THE COVERING AND TIE IT AROUND THE CENTER POLE.
22. LAY STRING ON THE KITE AND MARK THE STRING WHERE POINT B IS. MAKE A LOOP AT THIS MARKING.
23. HOLD THE LOOP UP SO THAT THE STRING IS AT RIGHT ANGLES TO THE KITE. MEASURE ENOUGH STRING FROM THE LOOP TO THE SECOND HOLE PLUS 15 CM AND CUT STRING FROM THE BALL.

24. INSERT THE OTHER END OF THE STRING AT POINT B AND TIE IT AROUND THE CENTER POLE. DON'T CUT OFF THE EXTRA STRING AS YOU MIGHT NEED IT FOR LATER ADJUSTMENTS.
25. CUT STRIPS 5 CM X 15 CM FROM THE RAGS.
26. TAKE YOUR HEAVY CORD AND KNOT IT AROUND THE CENTER OF THE CLOTH STRIP SO THAT THE STRIPS STAND OUT EQUALLY ON EACH SIDE OF THE CORD.
27. LEAVE 15 CM BETWEEN STRIPS.
28. ATTACH THE TAIL TO THE CENTER POLE.

HAVE FUN FLYING!



ADAPTED FROM DAVID JUES, CHINESE KITES, TUTTLE, 1974.

GAMES AND EXERCISES

BROKEN SQUARES GAME

Prepared by the
Bay Area China Education Project

Introduction

Cooperation is one of the motivating forces behind social and economic organization in China today. The Broken Squares Game provides an excellent format for initiating a general discussion of the concepts of cooperation and competition as possible models for problem solving.

The Broken Squares Game itself may be used in either elementary or secondary classrooms with ensuing discussions adapted to particular grade levels. In addition to its usefulness as a tool for dealing with the particular case of China, the Broken Squares Game may allow the students to become more aware of how one's attitudes and resultant behavior may affect group problem solving both in and out of the classroom. This exercise takes about 45 minutes.

Procedure

1. Before the class begins, make a rules sheet and set of squares for each group of five students. (see page 115 for complete directions.)

2. Divide the class into groups of five and seat each group at a table with a rules sheet. Those persons leftover can be appointed as observers, taking notes on the group's interactions.

Note: The "education" activities have been omitted in this version.

This unit was prepared by the Bay Area China Education Project, now known as SPICE. A revised edition of this game is available from SPICE. (See Resources section for address.)

3. At the outset of the game explain that the purpose of the exercise is to discover the best means for solving difficult problems. Announce the object and rules of the game (see below). Note that the goal is not achieved until each member has before him/her a perfect square and all the squares are the same size. Envelopes may not be opened until the signal is given to begin forming squares. Remind students to refer to their copy of the rules if they have questions during the game.

4. Distribute the envelopes and give the signal to begin.

5. When all or most of the groups have finished, or when they have at least grasped the idea of the necessity of cooperation in the task, call time and discuss the experience.

Object of the Game: To form five squares of equal size.

Rules:
1. No member may speak.
2. No member may ask for a card or signal in any way that he/she wants one.
3. Members may give cards to others.

Discussion

I. General: Interpersonal Relationships

As the game sometimes causes frustrations, it is important to guide the class in a careful debriefing discussion. Ask each group to describe what happened in their group. If students have helped to monitor, ask them to share their observations. The teacher may also want to relate the exercise to students' general attitudes and relationships with each other and with the teacher.

The following discussion questions might be used to bring to the surface the students' experiences and feelings produced during the game.

1. How did you feel while playing the game? Did you have any problems in completing the game? If so, how did you solve them?

2. How did you feel when someone held a piece and did not see the solution as you saw it? If you were that person, how did you feel?

3. What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem?

4. What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece?

5. Did you learn anything about yourself from this game? What sorts of things?

6. Often there will be a person in the group who begins to grab pieces from other members, either to keep or redistribute. If this happened, how did the group react? Why did that person act the way he/she did? (While this behavior is contrary to the rules, the teacher may choose to let the group handle it or may intervene and say, "Members may only GIVE cards to others!")

7. Did you develop any feelings of unity with those in your group? How did you feel toward those in other groups? Did you feel you were in competition with each other? Since no mention was made of competition or winning, what does this show about some of our own patterns of behavior? If no sense of competition was felt, what motivated students to cooperate?

II. Social Organization

Once the feelings of the group have been aired in Section I, the teacher can then begin to relate the game to larger issues of social organization. In Section A below, the students are asked to consider the foundations of "society" as a concept, using their knowledge of their own society as a basis for the discussion. In Section B, the teacher may begin to bring out the more specific case of China, incorporating what the students already know about China or using it to pave the way for future lessons on China. (An excellent resource which deals with a wide range of social and political aspects in traditional and modern China is Through Chinese Eyes, edited by Peter J. Seybolt, Praeger Press, 1974.)

A. Society and Cooperation

1. What is a society? Usually the concept "society" implies a group of people who participate in a common economic, political and cultural system; thus, any society requires or assumes a certain amount of cooperation.

2. Can you think of times in our history when people from different families and nationalities cooperated? What prompted this cooperation? (e.g., the early colonists, the wagon trains, the "quilting bees", the "barn raising", etc.) In what ways do you see people cooperating today? (e.g., neighborhood organizations, recycling programs, etc.)

3. In our society, elements of both cooperation and competition exist. What are the situations in which one predominates over the other? Why? What is the relation between the notion of competition and the importance placed on individualism in our society?

4. How and why does our government try to persuade people to cooperate? Is it effective? Why or why not? (Students might discuss the various aspects of the current "energy crisis", pollution, crime prevention, etc.)

B. The Case of China

At the beginning of the 20th century, China was weak militarily, economically, and politically. One of the major problems faced by reform movements wanting to strengthen China was how to instill the population with a sense of national

identification in order to unify China. Traditionally in China, the locus of a man's primary loyalty and sense of identification lay with his family, a woman's with her husband's family. The Chinese government's task was to expand the loyalty and identification with the primary family to a broader sense of common purpose and unity with all of China. This was a difficult undertaking, especially among those families and provinces which at times had been in conflict with one another.

1. Can you think of some problems that might be encountered in attempting to transfer people's loyalties from family to nation? What are some of the ways this might be accomplished? Here the teacher can use examples from the game to consider the answer to this question. If hostilities had arisen between the groups, how would you go about getting them together to form one class again? (See also Section I, questions 6 and 7.)

2. While in America the individual is often the focal point for identity, in China the individual is considered subordinate to the group. What is the basis for cooperation in the two societies? How might this explain the different approaches of the two countries to social organization?

3. The Chinese have chosen to develop their economic and social organization by means of a cooperative effort. Given your own experiences in this game, what do you think would be necessary requirements to organize a society on the basis of large-scale cooperative efforts? What other kinds of models for development can you think of? On what principles are they based?

The following method may insure better results in a discussion with younger children:

1. Before distributing the envelopes, ask the class what cooperation means. List on the board the requirements for cooperation, e.g. everyone has to understand the problem; everyone needs to believe that he/she can help; instructions need to be clear; everyone needs to think of the other person as well as himself.

2. Describe the experiment as a puzzle that can only be solved with cooperation.

3. Read the object of the game, explain the rules, distribute the envelopes, and give the signal to begin.

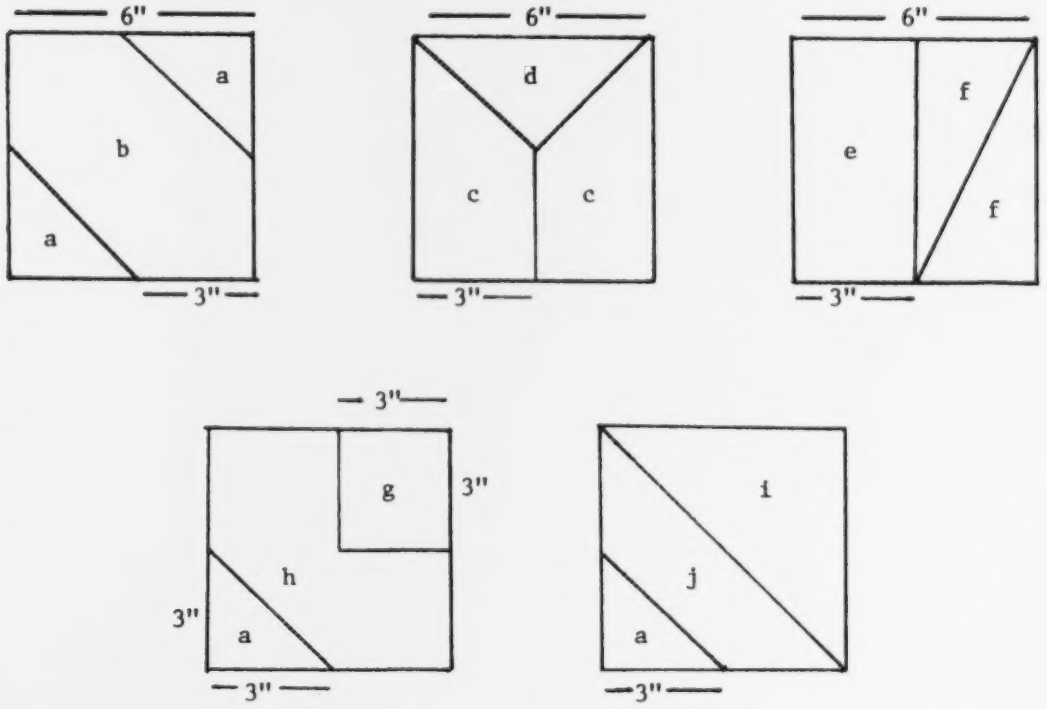
4. Review the ideas about cooperation generated at the beginning of the game. How do ideals work out in reality? Does the idea of cooperation seem more real to the students now? Can they relate other experiences of cooperation or non-cooperation and their effects?

Instructions

1. Before class, prepare a set of squares and an instruction sheet for each of the five students. A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6" x 6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters.

2. Then mark the envelopes A through E and distribute the pieces thus:
   Envelope A - i, h, e
   B - a, a, a, c
   C - a, j
   D - d, f
   E - g, b, f, c

3. Erase the small letters and write instead the envelopes letter A through E, so that the pieces can be easily returned for reuse. By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.



This lesson has been adapted from An Experiment in Cooperation: Cooperation Squares Game, © 1970 by NTL Institute.

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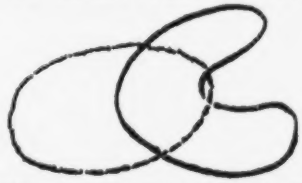
A Chinese Jump Rope

Materials: rubber bands

Instructions:

1. Take two rubber bands and lay one over the other.

2. Take the rubber band that is under and pull half of it over the other rubber band.



3. Connect the two by bringing the left part through the right part and pulling to knot the rubber bands together.

4. Continue this process until you have a length of 1.5 or 2 meters long.
5. Get two people to play with.
6. The rope goes around the ankles of one person with another person holding the loose ends together with his/her index finger. In the beginning of the game the person holding the ends together will have to stoop as the rope is held low to the ground. As the game progresses the rope is gradually raised.

7. The third person jumps into the middle of the doubled rope. Each jumper can make up his/her steps.

8. The rope is then raised 8 - 10 cm and the player tries again and so on until the player is unable to jump in. Then it is someone else's turn.

Learning from the Agriculture Game

Goals

The students will realize many of the tasks involved with agriculture.

Evaluation

The students will be able to play the game and then complete the exercises.

Vocabulary

rape seed	struggle	flood
sow	harvest	leeches
irrigate	drought	fertilizer
	typhoon	

Introduction

China is an agricultural nation. Over 80% of the Chinese people are involved in some aspect of agriculture to feed China's more than 1 billion people. Since 1949, China has gone from a country of perpetual grain shortages where millions of people died of starvation to a country with grain reserves. This "miracle" was performed through the collective strength of people working together to improve soil and fertilizers, harness rivers, sink wells and build irrigation systems.

The seasonal tasks for the raising of wheat, barley, cotton, rape seed and rice are introduced in this game. The forces of nature (weather and insects) that peasants must confront are also included. Students in China are involved in productive labor and might well be involved in any number of these tasks as part of their school day. The purpose of this game is to help urban children (Chinese and American) appreciate the toil involved in farming.

China has set many goals for agriculture as part of the Four Modernizations. Amongst them are the simultaneous development of food and cash crops and the further development of forestry, animal husbandry and fisheries. Efforts to mechanize the above areas and to increase the production of chemical fertilizers, insecticides and herbicides are also to be made. The state also aims to improve roads to transport farm products to market. The slogan is still, "To each according to his work" however, equal pay for equal work between men and women is a goal yet to be fulfilled.

A special thanks to Linda Cheever for bringing this game from the P.R.C. and her work on its translation. A thank you also to Professor William MacDonald for his help with translation problems.

T

Rural China

Eighty percent of China's people live in rural areas. Between 1949 and 1958, the old and discredited social and administrative units were replaced with ones which had the potential of making society more productive and equitable. Communes, composed of between 15,000 and 50,000 people, became the political and economic unit of the countryside. The people of the commune collectively owned the land and the commune was responsible for maintaining and building power stations, irrigation and draining works, middle schools, hospitals, factories, and environmental concerns.

Communes were subdivided into smaller units - the production brigades (1,000 to 3,500 people) and its subunits, the production team (150-400 people). Agricultural activity was carried on collectively at the production team level.

Life in the countryside has been in the process of reorganization over the past five years, and changes still appear to be taking place. The political and economic control of the countryside has been separated, the commune retaining control of economic activities while a government administrative system has been developed to administer non-economic activities.

The major economic change has been the shift from collectivized agriculture to implementation of the "responsibility system." This system has returned much decision-making power concerning farming to the individual peasant family. The land is still held collectively by the production team.

References

Hinton, William. Fanshen. Random House, 1966.

Hinton, William. Shenfan. Random House, 1983.

Beiling Review is always printing articles on current problems and new policy.

S

Rules for the Learning from Agriculture Game

Materials needed

1 die

4 markers (different colors)

1 piece of cardboard 44 cm X 30 cm

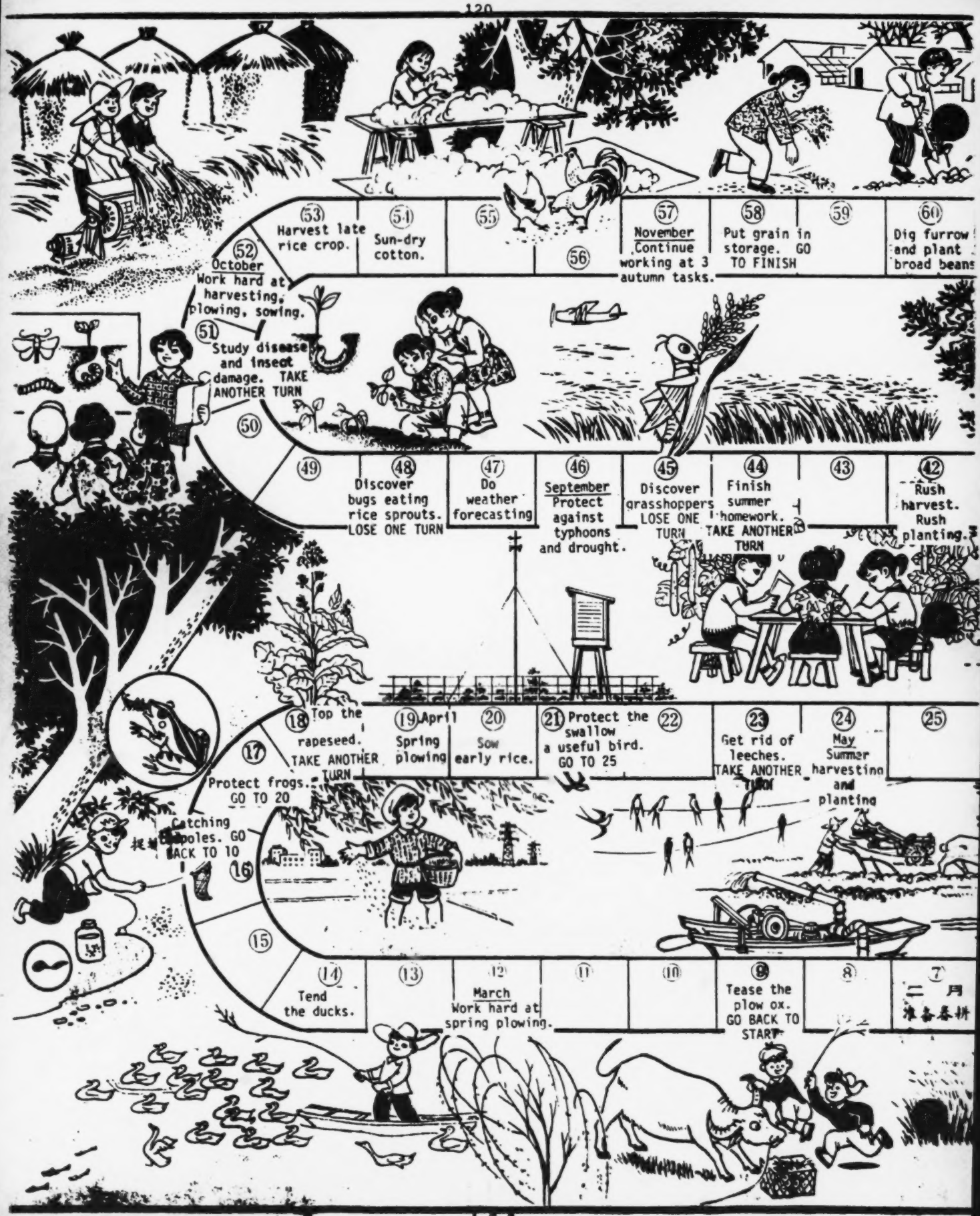
glue

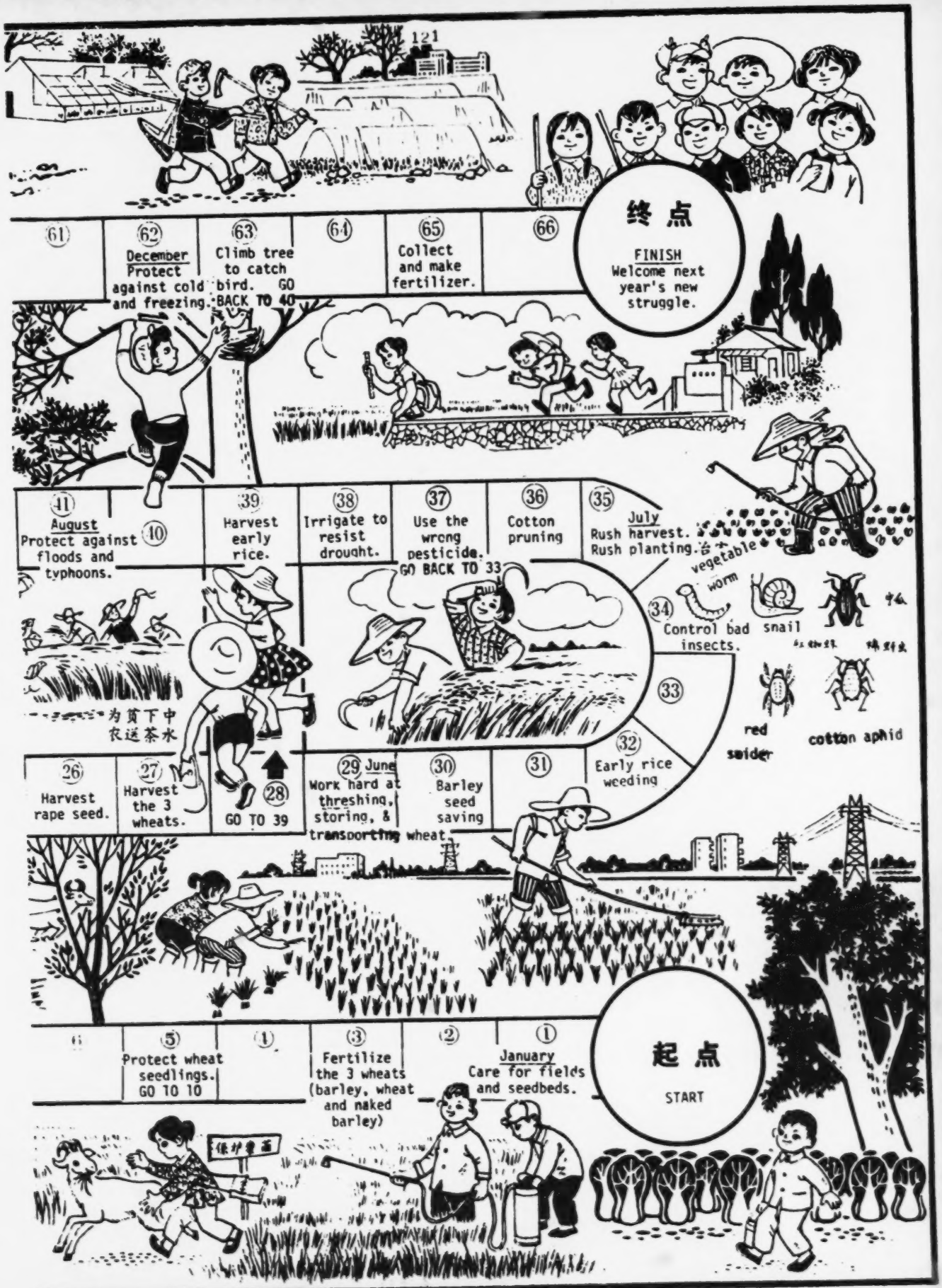
Instructions

Glue the two pages of the game to the cardboard. Have each player choose a marker. Each player then rolls the die; the player with the highest number rolled takes the first turn; second highest roll takes the second turn, etc.

Each player rolls the die and moves that number of spaces on the board. If there is a message on that space, the player reads the message out loud and follows whatever instructions are given.

The person to complete the game first is the winner.


(53) Harvest late rice crop.
(54) Sun-dry cotton.
(55)
(56)
(57) November Continue working at 3 autumn tasks.
(58) Put grain in storage. GO TO FINISH
(59)
(60) Dig furrow and plant broad beans
(52) October Work hard at harvesting, plowing, sowing.
(51) Study disease and insect damage. TAKE ANOTHER TURN
(50)
(49)
(48) Discover bugs eating rice sprouts. LOSE ONE TURN
(47) Do weather forecasting
(46) September Protect against typhoons and drought.
(45) Discover grasshoppers LOSE ONE TURN
(44) Finish summer homework. TAKE ANOTHER TURN
(43)
(42) Rush harvest. Rush planting.
(18) Top the rapeseed. TAKE ANOTHER TURN
(19) April Spring plowing
(20) Sow early rice.
(21) Protect the swallow a useful bird. GO TO 25
(22)
(23) Get rid of leeches. TAKE ANOTHER TURN
(24) May Summer harvesting and planting
(25)
(17) Protect frogs. GO TO 20
Catching tadpoles. GO BACK TO 10
(16)
(15)
(14) Tend the ducks.
(13)
(12) March Work hard at spring plowing.
(11)
(10)
(9) Tease the plow ox. GO BACK TO START
(8)
(7) 二月 准备春耕



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Learning from the Agriculture Game

1. Which two provinces might this agricultural community be located in? _____ or _____

   Clues: a. Look at map 5 . Notice where the crops mentioned in this game are grown.

   b. Put map 1 on top of map 5.

2. How do frogs and swallows help the peasants?

3. Name two insects that are harmful to crops.

4. What task is done in March and April?

5. What two tasks are done in May?

6. What are the three summer tasks?

7. What natural disaster might occur in July?

8. What natural disasters might occur in August and September?

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9. WHAT ARE THE THREE TASKS DONE IN THE FALL?

10. HOW MANY CROPS ARE GROWN ON THIS COMMUNE?

11. HOW MANY CROPS ARE USUALLY GROWN ON AN AMERICAN FARM?

12. EXPLAIN WHY THERE IS THIS DIFFERENCE BETWEEN CHINESE AND AMERICAN FARMS.

T

Sports and Recreation in China

Introduction

Here's a unit to channel the abundant physical energy of your students in a study of some of the underlying values of today's China. The objectives of the unit are two-fold: to have the students (1) identify the predominant values in China's sports and physical fitness programs, and (2) compare and contrast these values with their own. In order to meet these objectives, this unit provides a variety of activities which may be used singly or in combination.

Background

An increasingly important part of life in China is sports and recreation. In the countryside, the cities, schools, factories, and residential areas, recreational facilities are set up for the enjoyment of men and women, young and old. Whether it be strolling leisurely in a park or playing a fast game of basketball or ping pong, the Chinese are avid participants in various recreational pursuits.

In 1917 when much of China was divided territorially among foreign powers, Chairman Mao Tse-tung, at age 24, wrote an article called "A Study of Physical Culture." In it he expressed dismay over the deterioration of the physical condition of the Chinese people. He proposed building the strength of the nation through an understanding of the importance of physical culture and encouraged the initiation of physical education programs in the daily lives of the people. He believed one of the reasons China was weak militarily was because the people themselves were unfit and unable to effectively defend their homeland.

He analyzed the education system critically. "In primary school, particular attention should be paid to the development of the body; progress in knowledge and moral training are of secondary importance. Nourishment and care should be primary, teaching and discipline complementary. At present, most people do not know this, and the result is that children become ill, or even die young, because of studying. In middle and higher schools, stress should be placed equally on all three aspects of education. At present most people overemphasize knowledge." (from Political Thought of Mao Tse-tung by Stuart Schram)

Exercise has become an important part of education and daily life in China. Students must take (and pass) a physical education course each year in school. Adults, in large numbers, participate in sports clubs sponsored by their work units. Older people exercise in large groups, early in the morning, on the street or in neighborhood parks. Taijichuan and qigong are the two most popular exercise programs. Each issue of China Sports includes

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This unit has been adapted, by permission, from a unit prepared by BAYCEP, now known as SPICE.

illustrated directions for one or two movement patterns of a martial art. Many would be appropriate to teach in the classroom.

In the 1970s, the Chinese attitude toward competition, particularly at the international level, was characterized by the slogan "Friendship First, Competition Second." At the same time great effort was put into developing some first-class athletic talent. The 1984 Olympics was the showcase for this talent. The Chinese no longer feel that the old slogan accurately conveys their meaning and have put forth another. The new one is "Show our sports skill and sportsmanship; a win or a defeat is only temporary while friendship is everlasting." With this new slogan the Chinese have done three things: given respectability to competition, downplayed the "shame" of defeat, and reaffirmed the importance of friendship.

The Chinese are enormously proud that their country is no longer the "sick man of Asia" but rather an athletic power in Asia.

China's 4-Minute Physical Fitness Plan

China's 4-Minute Physical Fitness Plan is a series of eight exercises done to music. A booklet of instructions and record or cassette are available from the Center for Teaching About China or SPICE (addresses in Resources section).

Early in life Chairman Mao Tse-tung devised his own system of six exercises performed twice daily. These were designed to stimulate circulation and loosen the body. A set of eight exercises set to music has been developed by the Physical Culture and Sports Commission of the People's Republic of China. Other sets of exercises have been adapted to the particular age or type of work that the participant does. For example, coal miners worked with physical culturists to develop exercises to aid the muscles they used in digging.

The exercises are part of an overall, integrated program in China to improve the people's physical condition. The stress is towards broad participation. People should strive to achieve excellence, but it should not be at the expense of a unified nation. The story Uncle's Secret in the Literature section can be used as a basis for discussion about values in sports in China. Discussion might cover the following issues. 1) What are the values of sports in our own society and how are these reflected in our behavior while playing games? 2) What are the purposes of such stories and do we have similar ones in our own society? Biographies of American athletes can be used for comparison as well as articles from journals such as Sports Illustrated.

It has been our experience that having students do the exercises gives an excellent focus to issues discussed in this unit. The teacher might like to have his/her class do them daily throughout their study of China. Start by teaching each exercise slowly without the music. Review the eight exercises using the music, and soon they will be known by heart. A cassette recording of the record is easier to stop and start while learning the exercises. A reproduction of the exercises on the following pages may facilitate the learning of the exercises. It takes about half an hour to teach the whole set, but less than ten minutes to perform once memorized.

China's 4 Minute Physical Fitness Plan

The eight exercises require a total time of 4 minutes.

All exercises except #4 begin on the left foot.

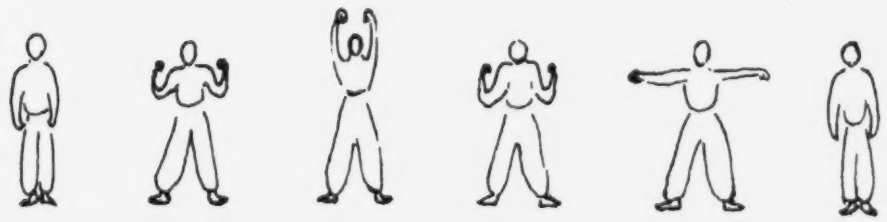
Exercises 1 through 7 are performed 4 times each; exercise 8 is performed twice.

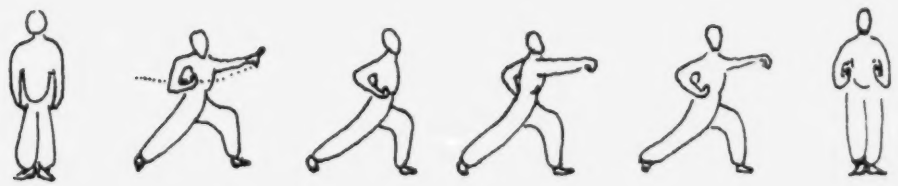
The exercises begin and end with 32 running steps in place.

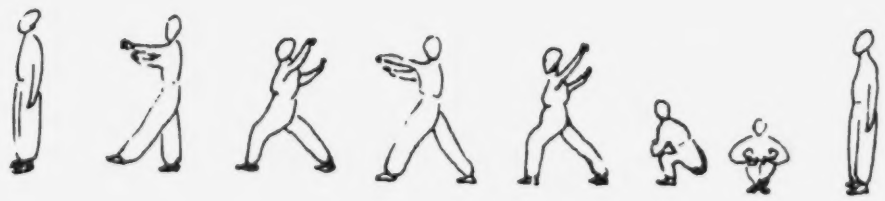
Two quotations from the beginning of the exercises:

1) "Promote physical culture and improve the people's health."

2) "Heighten our vigilance, defend the motherland."

1. 

2. 

3. 

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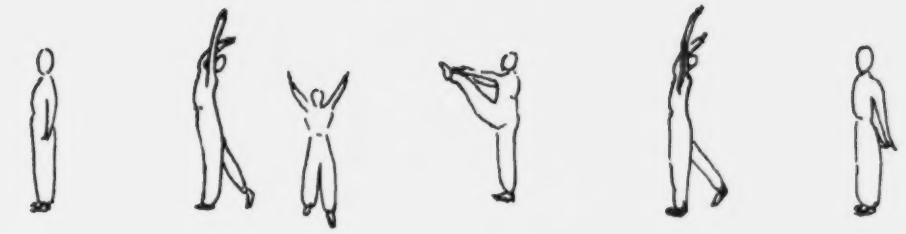

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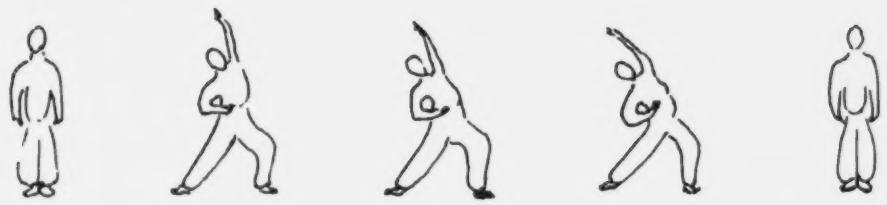

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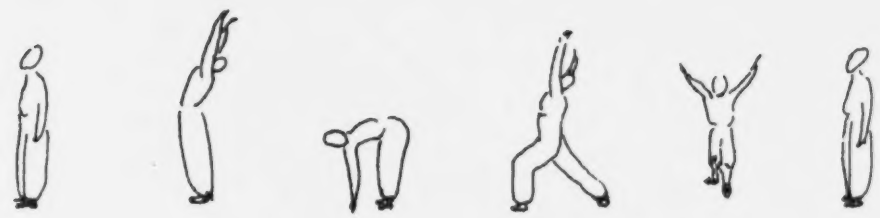

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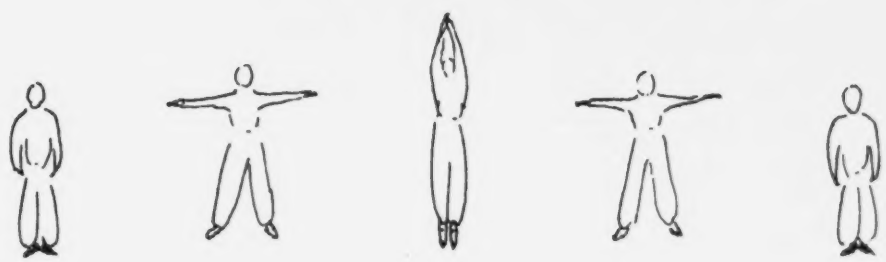


DANCE AND MOVEMENT

(The following activities have been developed by Judy Job Callahan of the Office of Parks and Recreation, Oakland, California.)

In addition to performing the exercises, physical education classes and extra-curricular sports classes are required in schools. Special sports schools are provided at the local, district and provincial levels for students of exceptional ability. "Children's Palaces," sometimes occupying former private mansions of rich people, have been set up as places where boys and girls can read books, make handicrafts, play sports, and receive instruction in singing, dancing, and playing musical instruments.

From a very early age people participate in dance performances. The dances often depict work scenes in the countryside or illustrate the rich cultures of the 55 national minorities of China. Here are three activities which allow elementary students to experience something similar to their Chinese counterparts.

Zai Jian Dance

From the elementary schools in China comes a lively and simple dance called "Zai Jian," meaning, "See you again." It is like our 'snowball' dance where at first a small group chooses partners, they dance, then divide into singles again, choose new partners, dance and divide again and again until everyone is involved. Any lively music can be used as long as there is a definite repeated sequence for the five steps of the improvisational dance.

The basic order is:

1. Person in center shades eyes with hand, scanning circle of students--"I'm looking for a friend."

2. Person approaches another, asking in words and movements, "Will you be my friend?"

3. Couple joins hands and improvises with any friendly movements, such as skipping, twirling, jumping.

4. Couple waves good-bye, saying "Zai Jian!"

5. Single now, they choose new partners.

Repeat until all have partners. The idea of the dance is to make new friends so the teacher might like to try it with children in different classes who do not know each other. Recordings of children's songs from China are available at China Books and Periodicals.

T

Friendship versus Competition -- Movements

In conjunction with the Zai Jian dance, another simple and fun movement exercise involves making shapes and forms representing the ideas of friendship and competition.

As with Zai Jian, no specific movements are required. All that is needed for this lesson is imagination.

1. Start by having the children think of synonyms for friendship.

2. Ask them to use 'body language' to express these terms. You may have them start in pairs and later form larger groups to make bigger forms, perhaps some which move. Having the students look around at the other groups' shapes spurs them on to even more creative ideas.

3. Repeat steps 1 and 2 using synonyms for competition. Have students choose new partners to work with.

4. The images created for friendship and competition may differ greatly. Ask the children how they felt doing the two sets of movements. Ask them to compare their values with those of the Chinese.

These ideas for dance/movement could take a different focus: expressing the concepts through art forms such as drawing, painting, writing a short story, making a clay sculpture, etc. For older students, you might want to try comparing the Chinese ideas of friendship with the American counterparts. In our society, we too have interest in sports and recreation: Little League, jogging, televised sports coverage, etc. How are the ideas similar and how are they different from the Chinese case? The teacher might ask the class to bring in news, stories, or articles illustrating the concepts of friendship and competition and compare these to similar ones in Chinese journals such as China Reconstructs and China Sports.

FURTHER REFERENCES

Publications

China Reconstructs (Available from China Books and Periodicals) Often there are interesting articles in this monthly magazine from Peking which deal with sports and recreation.

China Sports, a monthly magazine dealing with the principles and policies of sports in China, the training of athletes, and all sports activities.

Sports is a newspaper published three times a week by the All China Sports Federation; it focuses on achievements in the sports field and reports on sports activities.

Miscellaneous

A simple game about cooperation, called Broken Squares, is available through the BAYCEP office. It provides an excellent format for discussion of the concepts of cooperation and competition and may also be used as a basis for considering cooperation as a prerequisite for nation building in China (see p. 111).

Another game, called Cooperation (published in Social Studies Review, California Council for the Social Studies, Vol. 14 No. 2, Winter 1974) deals with the concept of cooperation as a learning experience.

Tug of War: The Chinese version of the popular children's game "Tug of War" adds a cooperative dimension to the game: If one side seems to be winning, the child at the end of the winning line runs over to the opposite line to aid them. The game may continue through several change-overs, and may end before one team is declared the winner. The point of the game is not for one side to win, but for all to participate in the game.

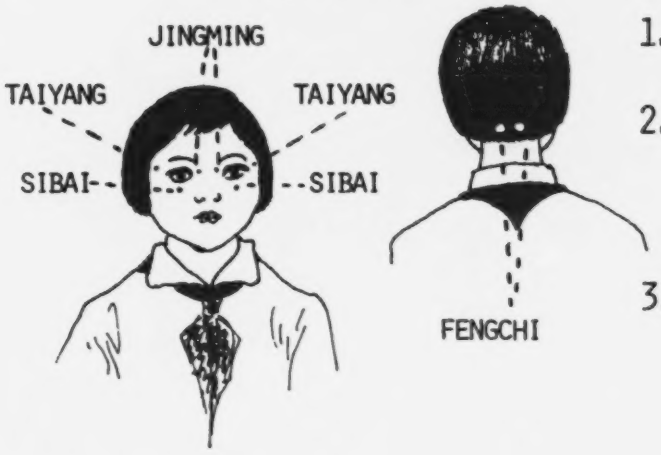
S

Eye Exercises

The eye exercises are based on an ancient method in traditional Chinese medicine for preventing nearsightedness and are done today in many of China's middle and primary schools. Massaging points around the eyes improves the functioning of nerves and blood vessels connected with the eyes and relaxes these muscles.

Try these exercises twice a day with rhythmic music in the background.

Massage Points

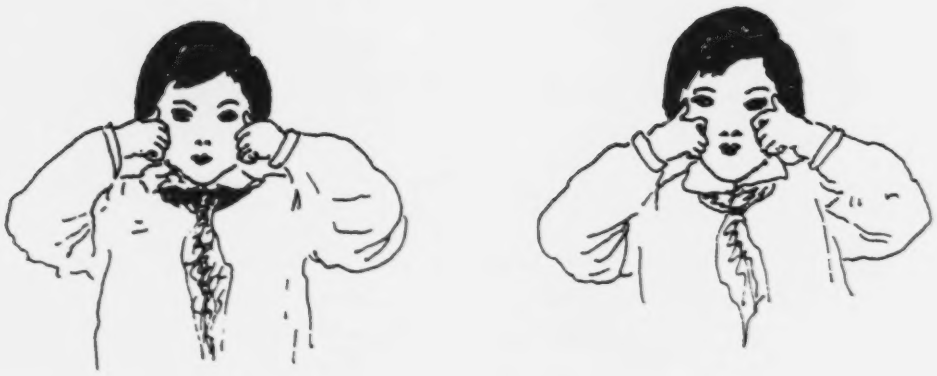


Things to remember:

1. Hands should be clean and fingernails short.
2. Do not do the exercises if there are boils or warts on the hands or face, or the eyes are injured or inflamed.
3. Concentrate your attention when doing the exercises. Be sure you are massaging the correct points. The movements should be gentle and slow. Increase the pressure until you feel the beginnings of discomfort.
4. It is better to do the exercises after reading or writing. Doing them regularly once or twice daily will bring good results.

Exercise 1

Exercise 1. Close eyes, put thumbs on the jingming points, squeeze and press toward the bridge of the nose (8 counts, 4 times).

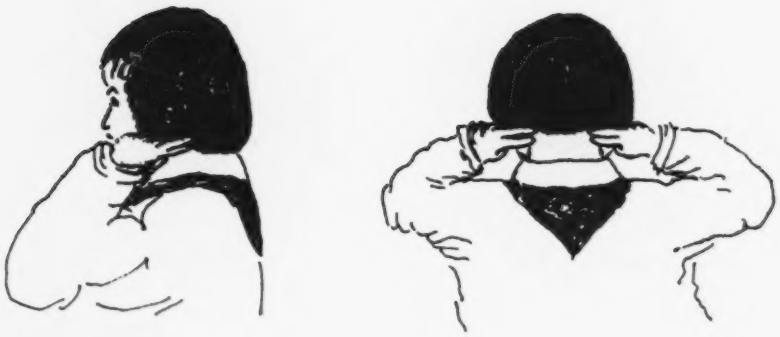


EXERCISE 2

EXERCISE 2. PRESS TAIYANG POINTS WITH THUMBS AND WITH THE SIDE OF THE SECOND SECTION OF INDEX FINGERS MASSAGE THE UPPER AND LOWER PARTS OF THE SOCKETS, FIRST THE UPPER PART AND THEN THE LOWER PART (4 COUNTS). THEN MASSAGE THE TAIYANG POINTS WITH THUMBS (4 COUNTS). (ALTOGETHER 8 COUNTS, 4 TIMES.)

EXERCISE 3. MASSAGE THE SIBAI POINTS AT THE MIDDLE OF THE LOWER PART OF THE SOCKETS WITH INDEX FINGERS (8 COUNTS, 4 TIMES).

EXERCISE 3



EXERCISE 4

EXERCISE 4. WITH INDEX AND MIDDLE FINGERS MASSAGE THE FENGCHI POINTS (8 COUNTS, 4 TIMES).

EXERCISE 5

EXERCISE 5. BRING FINGERS TOGETHER, PLACE THEM ON THE SIDES OF THE NOSE, MOVE UP TO THE FOREHEAD, PASS THROUGH THE TAIYANG POINTS ON BOTH SIDES AND COME DOWN (8 COUNTS, 4 TIMES).

REFERENCE: CHINA RECONSTRUCTS VOL. XXVII NO. 2 P. 32 FEBRUARY 1978, "EYE EXERCISES IMPROVE SIGHT."

Productive Labor

T

Productive Labor

"Combine Education and Productive Labor," Chairman Mao, Communist Party Conference, 1958.

Throughout all the levels of China's educational system there is the practice of "productive labor." This is the participation of students in manual labor--either industrial or agricultural--often on the school site as part of the school week.

The purposes of productive labor are both practical and ideological. Practically, the goal is to develop China's economy and increase productivity. Ideologically, the goal is to instill respect and appreciation for the importance of all kinds of work in society. In preliberation China the educated people did not do work with their hands and looked down upon those who did do manual labor. The Communists in their attempt to form a classless society, believe that productive labor will lessen the chances of an "educated elite" from forming.

The role as "worker" to build the socialist state is inculcated very early in a child's life. At the Peking Number 2 Experimental Primary School, the fourth, fifth and sixth graders spend two hours per week in a workshop making Chinese chess sets. The younger students (first through third graders) spend one hour per week in the workshop. The children learn about division of labor; younger ones make the boxes, paste on the paper coverings to the box and fold and stuff the instructions into the boses. The older students use the machines to cut the wood chips, stamp the Chinese characters onto the wood chips and paint the pieces.

At the Lu Xsun Middle School in Nanking the students were producing electrical components for industrial use. Middle school students spend one half day per week in productive labor.

Students get the satisfaction of producing a product (industrial or agricultural) that is sold commercially. Productive labor helps children to realize that they are a part of a larger society. Through productive labor they gain a sense of worth. The profits from their labor are used by the school to buy new equipment and more supplies for further productive labor projects.

Productive Labor in an American Classroom

As part of an economics unit the third graders at Washington School included productive labor. The students had seen slides of Chinese children producing Chinese chess sets in a Peking primary school. The class decided that they would produce wooden toys after considering the alternatives of candle making and foods. Their teacher found five simple designs and the kids voted for two of these - an Americanized version of Chinese checkers[1] and a button hole puzzle[2]. A discussion followed on jobs, job specialization and the importance of each job to the end product. A list of positions was put on the board: painters, measurers, sanders drillers, writers of instructions, advertizers, markers who would mark and attach patterns, packagers, inspectors, salespersons and threaders. Students applied for the job they felt best suited for. A bank account was opened in their company's name and a treasurer was elected.

The teacher brought in the raw materials - wood, drills and paint. An assembly line was set up and production charts were posted and production began.

When asked "What did you learn from productive labor?" these third graders responded:

- how to work with people
- how to work with a lot of noise
- how to work quietly
- how to work with the smell of paint
- how to drill
- how to measure carefully
- work can be fun and funny
- new words like expenditures and profit
- how to be serious about work
- all jobs are important to the end product
- how to work without yelling
- how to work seriously because it is dangerous to fool around

[1]Nitta, Ray. Your Move! P. 4, 5, 11.

[2]Caney, Steve. Kids' America. Workman Publishing. New York. 1978. p. 268.

APPENDICES

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METRIC CONVERSION TABLE

5 ML (MILLILITERS)	1 T. (TEASPOON)
15 ML (MILLILITERS)	1 T. (TABLESPOON)
240 ML (MILLILITERS)	1 CUP
2.45 CM (CENTIMETERS)	1 INCH
.95 L (LITERS)	1 QT. (QUART)
,5 KILO	1 LB. (POUND)

Suggestions for Teaching Vocabulary

Many new vocabulary words, both English and Chinese, are used in A Children's Palace. These words are listed on the "T" page preceding each activity. Careful introduction of these words will increase the students' understanding, hence, the success of the activity. The following suggestions are taken from Teaching Reading Vocabulary by D. Johnson and P. D. Pearson.

1. Write the word on the board or on a flash card.
2. Read the word aloud and have the children repeat after you.
3. Discuss the word. Use it in context and have the students use the word in sentences.
4. Define the word. Ask the children what the word means to them.
5. Write the word down. Perhaps the children could keep a word book for their study of China. In this word book they would write new words, synonyms for the word and their own definition of the word.

Recommended Resources on China

In this short list, we are unable to describe most of the material which is available on China. We urge you to write to suppliers and organizations for a current catalog of their materials and services.

SUPPLIERS

Each of the following can provide you with a variety of materials. Send for a catalog.

The Center for Teaching About China (CTAC), 2025 Eye Street, N.W. Suite 713, Washington, D.C. 20006

China Books & Periodicals (at 3 locations)

2929 Twenty-Fourth St., San Francisco, CA 94110

125 Fifth Avenue, New York, NY 10003

174 W. Randolph St., Chicago, IL 60601

JACP, Inc., 414 East Third Avenue, San Mateo, CA 94401

RESOURCE GUIDES

China: A Multimedia Guide by Mary Robinson Sive. New York: Neal-Schuman Publishers, Inc., 23 Cornelia Street, New York, NY 10014. Excellent.

National Resources on China. The China Project/SPICE, Lou Henry Hoover Bldg., Room 221, Stanford, CA 94305

China: A Resource and Curriculum Guide. Edited by Arelene Posner and Arne deKaijer. University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637

TEACHING UNITS AND MATERIALS

The China Project/SPICE (address above) has produced a wealth of innovative teaching materials at a reasonable price. A partial list of material available includes the following (teaching units unless noted otherwise):

Demystifying the Chinese Language
Traditional Chinese Celebrations
Debriefing "Starpower"
Chinese Calligraphy
Broken Squares
The Rabbit in the Moon: Folktales from China and Japan
Teaching About China: People & Daily Life (annotated bibliography)
Teaching About China: Cultural Expressions (annotated bibliography)

The Center for Teaching About China (address above)

ASIA Society, 725 Park Avenue, New York, NY 10021

Center for Teaching International Relations, University of Denver, Denver, CO 80208

Simile II, 218 Twelfth Street, Del Mar, CA 92014. This firm publishes many useful simulation games such as Starpower, BAFA BAFA or RAFA RAFA (the elementary version). Starpower is a game that simulates revolution, and BAFA BAFA illustrates the cultural lenses we see the world through.

A.R.T.S., Inc., 98 Madison Street, New York, NY 10010. Publishes inexpensive, attractive paperbacks; titles include: Chinese New Year's, Paper Lanterns, Chinese Heroines, Children of the Yellow River, Chinese Children's Games, Chinese Folk Songs.

Center for Global Perspectives, National Office: 218 E. 18th Street, New York, NY 10003

OTHER PUBLICATIONS

Focus on Asian Studies, P.O. Box 1308-M, Fort Lee, NJ 07024. A magazine for teachers published three times a year. Each issue includes articles, reviews of new books, suggestions for classroom activities, and more.

Asia in American Textbooks: An Evaluation. The Asia Society, Inc., 112 East 64th Street, New York, NY 10021. This outstanding study points out the ethnocentrisms found in many of our textbooks. Reading it will make the teacher more aware of the inaccuracies and stereotypes that abound in the reading materials handed to students.

RESOURCE CENTERS

These centers can provide you with a wide variety of materials and information. Services vary by center. Centers which are currently publishing newsletters are marked with an *.

East Asian Area Studies, University of Wisconsin-Madison, 1440 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706

East Asian Studies Center, University of California, Berkeley, CA 94720

Far Eastern Center, University of Chicago, 5848 S. University, Chicago, IL 60637

East Asian Institute, Columbia University, 420 W. 118th St., New York, NY 10027

*Center for East Asian and Pacific Studies, University of Illinois, 1208 W. California Ave., Urbana, IL 61801

East Asian Studies Center, Indiana University, Memorial West 203, Bloomington, IN 47405

The China Project/SPICE, Stanford University, LHH Bldg., Room 221, Stanford, CA 94305

*East Asia Resource Center, University of Washington, 302C Thomson Hall DR-05, Seattle, WA 98195

*Council on East Asian Studies, Yale University, 85 Trumbull Street, Box 13A, New Haven, CT 06520

*TEXPERA, Center for Asian Studies, University of Texas, Austin, TX 78712

Center for International Studies, 8001 Natural Bridge Road, St. Louis, MO 63121

Brigham Young University, David M. Kennedy Center for International Studies, Publications Services, 280 HRCB, Provo, UT 84602

Office of International Education and Services, University of Iowa, 202-G Jefferson Building, Iowa City, IA 52242

The China Council of the Asia Society, Inc., 133 East 58th Street, New York, NY 10022

MAGAZINES (from the PRC. Subscriptions through China Books)

China Pictorial

China Reconstructs

Beijing Review

China Sports

T

Answers for Stories

●"Four Good Friends"

1. Xiao Jia was bored and really missed her friends, but she chose her new toy over being with her friends; this made her unhappy and "sick." The new toy was no substitute for Xiao Ling, Xiao Yu, and Xiao Chun.

2. The friendship of Xiao Ling, Xiao Yu, and Xiao Chun meant much more to Xiao Jia than her new toy. People are more important than things.

●"Li's Arithmetic Test"

1. Xiaogui's mistake was that he cheated on a math test. He copied another boy's paper.

2. Xiaogui felt ashamed and embarrassed about the A he received on the test because he didn't deserve it.

3. He told his parents and his teacher that he cheated.

4. In the beginning of the story, Xiaogui was dishonest to cheat, but later he realized that cheating was wrong. He must have been a strong person because it takes courage to admit that you cheated. Deep down he was an honest person.

●"Hou Yuanjia"

1. Chunchun acted like Huo Yuanjia.

2. Chunchun is a hero even though he doesn't know gongfu. A hero defends people against harm. LiLi was hitting the other children. This is not hero behavior; it is villain behavior. Knowing gongfu doesn't make you a hero. It is how you use the gongfu that makes the difference.

●"Uncle's Secret"

1. Mingming was small and thin and always came in last when running a race. He tried to become strong by eating more, but this only made him sick. I liked the fact that he was willing to work at becoming a better runner. He was not lazy.

2. The secret was to practice running every day.

3. Mingming helped other children by sharing his uncle's secret with them so that anyone who wanted to improve his running could do so with practice and hard work.

4. Various individual answers.

5. When you help someone to learn something new, you feel good about it.

6. Various answers. b. Physical exercise is important to strengthen your body and build up your muscles and stamina. It is good for your health.

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China's Geography

Find a map of the world or a globe.

1. What two countries border China on the north? U.S.S.R., Mongolia.
2. What country borders China on the northeast? Korea.
3. Name six countries on China's southern border. Vietnam, Laos, Burma, India, Bhutan, Nepal.
4. What country is on the western border? Pakistan.
5. What is the name of the sea between China and Korea? Yellow Sea.
6. What is the name of the sea north of Taiwan? East China Sea.
7. What is the name of the sea south of Taiwan? South China Sea.

Put map 2 on the projector.

8. The two longest rivers in China are Yellow and Yangtze.
9. These rivers empty into the sea. They flow from west to east (which direction).

The land in China rises as you move from the east to the west. The highest mountains in the world, the Himalayas, are found in Tibet. In addition to the continual rise, there are also mountain ranges which cut across the country.

10. Which direction do the mountain ranges run in the western part of China?
East - West
11. Which direction do the mountain ranges run in the eastern part of China?
North - South
12. Since the land rises as you move from east to west, which mountain ranges do you think would be higher? EASTERN (WESTERN) (circle one).

REMOVE MAP 2 AND PUT ON MAP 3.

13. MOST RAIN FALLS IN WHICH PART OF CHINA? Southeast.
14. THE LEAST AMOUNT OF RAIN FALLS IN WHICH PART OF CHINA? west.

MONSOONS ARE WINDS THAT REVERSE THEIR DIRECTION FROM SEASON TO SEASON. AS THESE WINDS CROSS LARGE BODIES OF WATER THEY PICK UP MOISTURE WHICH FALLS ON LAND AS SNOW OR RAIN. HEAVIEST RAINFALL OCCURS ON THE LAND FIRST TOUCHED BY THE WIND AFTER CROSSING THE WATER.

15. FROM WHICH DIRECTION DOES THE MONSOON BLOW DURING THE SUMMER? east.
16. THE MONSOON BLOWS FROM THE OPPOSITE DIRECTION DURING THE WINTER. WHAT DIRECTION IS IT COMING FROM IN THE WINTER? west.
17. DOES A LOT OF RAIN FALL IN THAT PART OF CHINA? no.
18. DOES THE MONSOON FROM THIS DIRECTION COME OVER WATER BEFORE IT REACHES CHINA? no.
19. WOULD YOU EXPECT THIS MONSOON TO CARRY MUCH WATER INTO CHINA? no
    WHY OR WHY NOT? It comes over land not water.
20. LOOK AT THE RAINFALL IN THE AREA WHICH THE WINTER MONSOON TOUCHES FIRST. WERE YOU RIGHT? Yes

REMOVE MAP 3. PUT ON MAP 4.

21. WHAT ARE THE TWO MAJOR GRAIN CROPS IN CHINA? rice and wheat.
22. WHAT CROP IS GROWN IN THE SOUTH? rice.
23. WHAT CROP IS GROWN IN THE NORTH? wheat.

PUT MAP 3 OVER MAP 4.

24. WHAT IS THE LEAST AMOUNT OF RAIN WHICH FALLS IN THE RICE GROWING AREA? 20-40 inches.

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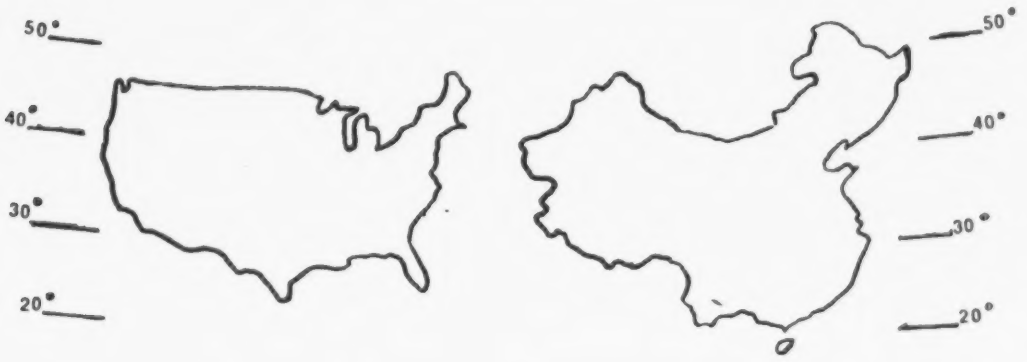
25. How much rain falls each year where you live? _____ inches.
(clue: call your local TV or radio station or look in a farmers' almanac.)

26. What crops are grown where you live? _____

_____

27. Below what latitude is the rice growing area found? 30°



28. Look at the two small maps of China and the United States. Find the area in the U.S. which is below the latitude where rice is grown in China. Which part of the U.S. is it? southern

29. What is the weather like there? warm

30. Look at your answers to questions 24 and 29. What are two conditions necessary for rice to grow? a lot of rain and warm weather.

31. Does wheat need more or less rain than rice? less

32. Does wheat need a warmer or cooler climate than rice? cooler

33. Above what latitude does wheat grow? 30°

34. Find out where most of the wheat is grown in the U.S. Name two major wheat growing states. Kansas and Nebraska

35. Are these states above the 30th parallel? (30th parallel is another way of saying a latitude of 30°). Yes

T

PEMOVE MAPS 3 AND 4. PUT ON MAP 5.

36. CROPS ARE GROWN ON THE FLATTEST LANDS AVAILABLE. IN WHAT PART OF CHINA ARE THE MOST CROPS GROWN? eastern

37. SINCE THE CROPS ARE GROWN ON PLAINS, WHAT CAN YOU SAY ABOUT THE REST OF THE LAND IN CHINA? mountainous

38. IS MORE LAND FLAT OR MOUNTAINOUS? mountainous

39. IN WHAT PART OF CHINA DO YOU THINK THAT MOST PEOPLE WOULD LIVE?
eastern
WHY? It is flatter and more crops can be grown there.

USE THE 30TH PARALLEL TO DIVIDE CHINA INTO NORTH AND SOUTH. PUT AN X IN THE CORRECT COLUMN.

	NORTH	SOUTH	BOTH
40. WHERE IS COTTON GROWN?			X
41. WHERE ARE SWEET POTATOES GROWN?		X	
42. WHERE IS TEA GROWN?		X	
43. BARLEY, MILLET, CORN AND KAOLIANG ARE GRAINS; WHERE ARE THESE GROWN?	X		
44. WHERE ARE THE BEST FISHING GROUNDS?		X	
45. WHERE ARE SILKWORMS GROWN?			X

PUT MAP 3 ON TOP OF MAP 5

46. SHEEP AND YAK ARE TWO ANIMALS GROWN FOR FOOD IN CHINA. ARE THEY GROWN IN AREAS OF LEAST OR MOST RAINFALL? least

T

PUT MAP 4 ON TOP OF MAPS 3 AND 5.

47. IN WHAT PART OF CHINA ARE ANIMALS RAISED? north and west

48. ARE OTHER MAJOR CROPS GROWN IN THIS AREA? in the north, not west

49. CAN YOU GIVE A REASON FOR THIS? not enough rain

PUT MAP 6 ON THE PROJECTOR.

50. NAME THE THREE MAIN NATURAL RESOURCES FOUND IN CHINA. iron, coal, oil

51. WHAT ARE EACH OF THESE RESOURCES USED FOR? (CLUE: LOOK EACH UP IN AN ENCYCLOPEDIA) Iron is used in making steel & cast iron and is the most common and useful of all metals. Coal is used for fuel. Oil is also used as fuel and for gasoline and for petrochemicals (in plastics and man-made fibers).

52. LOOK AT THE TWO SMALL MAPS OF THE U.S. AND CHINA ON P.36. CIRCLE THE ANSWER YOU THINK IS CORRECT: CHINA IS SMALLER THAN THE U.S.

(CHINA IS A LITTLE LARGER THAN THE U.S.)

CHINA IS THE SAME SIZE AS THE U.S.

53. THE POPULATION OF THE U.S. IS 250 million

THE POPULATION OF CHINA IS one billion

(CLUE: LOOK IN A RECENT ATLAS, ENCYCLOPEDIA OR DICTIONARY.)

ONE-FOURTH OF THE WORLD'S PEOPLE LIVE IN CHINA.

T

PUT MAP 1 ON THE PROJECTOR.

AUTONOMOUS REGIONS ARE AREAS WITH LARGE POPULATIONS OF MINORITY PEOPLES. HERE MINORITY PEOPLES MAINTAIN MANY TRADITIONAL ASPECTS OF THEIR LIVES WHICH ARE DIFFERENT FROM THE HAN CHINESE. THESE INCLUDE DIFFERENT STYLES OF CLOTHING, DIFFERENT FOODS AND LANGUAGES.

54. HOW MANY AUTONOMOUS REGIONS ARE THERE IN CHINA? five

55. GIVE THE NAMES OF THE AUTONOMOUS REGIONS AND THE PART OF CHINA THEY ARE IN.

NAME	PART OF THE COUNTRY
Sinkiang Uighur	West
Tibetan	West
Ningsia	North
Inner Mongolia	North
Guangxi, Zhuang	South

56. THERE ARE THREE CITIES IN CHINA WHICH HAVE GROWN SO LARGE THAT THEY ARE CONTROLLED DIRECTLY BY THE NATIONAL GOVERNMENT. NAME THESE THREE LARGE CITIES (THEY ARE THE ONLY PLACES WRITTEN ON THE MAP IN CAPITAL AND SMALL LETTERS). Peking, Tianjin, Shanghai

57. HOW MANY PROVINCES (LIKE OUR STATES) ARE THERE IN THE PEOPLE'S REPUBLIC OF CHINA? (DO NOT INCLUDE AUTONOMOUS REGIONS OR MUNICIPALITIES.)

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